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AUTHOR Kelly, Janette D.
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ABSTRACT

The current status of intergenerational education in vocational education programs at the secondary school level was assessed in a Pennsylvania study. A literature review expanded upon the rationale for adult education, further defined the complex system of adult education, and introduced intergenerational education in a long history of adult educational programs. A survey of 42 of the 52 adults enrolled in secondary vocational programs at the Altoona Area Vocational-Technical School (AAVTS) was followed by interviews with 20 of this group as well as 2 hearing-impaired students. Sixteen AAVTS teachers currently teaching adults in the secondary school classroom and 71 members of the Pennsylvania Association of Vocational Administrators also completed questionnaires. Adult students, teachers, and administrators agreed on the following: (1) the adults wanted to make better lives for themselves and their families; (2) they believed they could accomplish this through education; and (3) they developed positive self-esteem, which they transferred to the high school students. Two concerns were universally identified: funding sources to provide tuition for the adults and ability to be successful in the program. One universal inhibiting factor was expressed: adults needed to be taught differently than high school students. Recommendations for intergenerational programs were: communication to the community of the positive influence of adults and youth on each other; adequate support services; ancillary services for adults; and professional development support for teachers. (Appendixes include an 84-item bibliography, survey instruments, and case study materials.) (YLB)

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The Pennsylvania State University

The Graduate School

Intercollege Program in Vocational Education

A STUDY OF INTERGENERATIONAL EDUCATION IN SECONDARY VOCATIONAL PROGRAMS IN PENNSYLVANIA

A Thesis in

Vocational Education

by

Janette D. Kelly

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Philosophy

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We approve the thesis of Janette D. Kelly.

Date of Signature

Kenneth C. Gray Associate Professor of Vocational Education Thesis Advisor Co-Chair of Committee	
Susan F. Weis Co-Chair of Committee Associate Professor of Home Economics Education In Charge of Graduate Programs in Vocational Education	
Edgar P. Yoder Associate Professor of Agricultural Education	
James F. Nolan Assistant Professor of Education	

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Chapter 1

INTRODUCTION

According to Hoy and Miskel (1987),

> Prior to the 1960s, schools were viewed as relatively closed systems. The dominant metaphor was that organizations could be understood as simple machines, and efficient, internal operations were thought to determine effectiveness. Those early perspectives assumed organizational and administrative policies designed to fulfill a relatively stable set of tasks and goals; therefore, little attention was given to how organizations adapt to their external environments. (p. 86)

Today's schools have no choice but to work with the external environments, however. Boyd and Cowson (1981) suggest that the continuing turbulence of the 1960s rendered a closed-system model inadequate to deal with the pressing problems of educational administration. As a result of the search for more practical models, school systems are now viewed as open systems which must adapt to the changing environment to be effective and ultimately survive (Bowditch and Buono, 1985). The open-system concept emphasizes the assailability and interdependence of schools and their environments.

An environment is defined as anything outside the organization (schools). Since schools are social systems and must deal with environments, boundaries become ambiguous and difficult to define. Far-reaching and specific environmental factors influence the organization of schools.

Broad social, legal, demographic, and technological trends can have a powerful impact on schools as well as the closer elements such as parents, unions, and taxpayers. A few prominent challenges that schools must face are at-risk students, restructuring, and learning in a rapidly changing technological society. A closed-system model of school administration will not deal sufficiently with contemporary school administration (Boyd and Cowson, 1981). According to Bowditch and Buono (1985), schools must address the changing external environment in order to exist, let alone survive. Myers (1974) has noted that many school administrators have a feeling of powerlessness due to elements in the external environment. In other words, environment is important because it affects the internal structures and processes of organizations; hence, one is forced to look both inside and outside the organization to explain organizational behavior (Hoy and Miskel, 1987).

Hoy and Miskel (1987) observe that

> The environments (both external and internal) of some schools may be simple and stable, but most tend to be dynamic and complex. The social, economic, political, and technological trends of the local community, the state and ultimately the nation, impact on the operations of school districts. Uncertainty, clustering, and scarcity are three dimensions of the environment that are useful in describing and analyzing the decision-making process of school districts. Uncertainty involves the amount and kind of information administrators have available to them in making decisions. Clustering refers to the structure of a district, ranging from anarchy to randomness. Scarcity is the extent to which a school district

> has the resources available to remain stable and sustain growth within the organizations. (p. 87)

Katz and Kahn (1978) observe that, as the environment of an organization is examined for available resources, the dimension for scarcity becomes extremely important. Financial resources become scarce when the student population declines.

In Pennsylvania, a decline in the enrollment of vocational programs has resulted in a scarcity of secondary school pupils. Statistics released by the Pennsylvania Department of Education (PDE, 1990) show that the number of students in vocational programs decreased by 37.8 percent from the 1984-85 academic year to 1988-89 in grades 10 through 12. Public school enrollments in those grades for that time frame declined 9.6 percent. This decline in vocational enrollments resulted in investigations by school administrators into creative ways to increase the overall financial security of the vocational programs. In part because of the manner in which the state funds vocational programs, adequate student enrollments are critical to a program's financial security.

Currently, local administrators are examining the potential integration of post secondary (adult) students into the secondary school curricula with secondary school students as a means of stabilizing enrollments. In the 1989-90 school term, 1,654 adults were enrolled in secondary

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vocational classrooms in Pennsylvania (PDE, 1990). Secondary vocational programs are offered in 535 high schools, 12 intermediate units, and 7 state juvenile correctional institutions. In addition, there are 85 public vocational-technical schools in the state. Allowing flexible hours and additional programs for adults entering the secondary classroom on a tuition basis was a boost to a system in financial trouble. It also provided a stronger basis for administrators to ask board members to continue to financially support vocational programs. It appears to be a marriage of convenience.

Purpose of the Study

Enrollment declines have resulted in the current availability of space in secondary vocational classrooms. Administrators are seeking innovative ways to utilize this available instructional space more effectively and efficiently. In one approach, adults have been admitted to these programs on a space availability and tuition basis. These adults provide the vocational administrators in Pennsylvania with a new and valuable source of clientele and revenue for the existing secondary school-level vocational program. This program provides services to more people in the community. However, there is little information on how best to implement this intergenerational approach to vocational education classroom instruction. In reality, we

have attempted to keep the secondary school vocational classrooms filled with little forethought for either its accomplishment, or the impact of such intergenerational settings on participants and teachers.

Adult education is not a new concept. Placing adults in a secondary educational program with secondary school age students is a new concept. Adult education was described by Courtney (1986) as an intervention into the ordinary business of life--an intervention whose immediate goal is change in knowledge or competence. An adult educator is one who is skilled at that change. Illumination of who the adults are and why they chose this intergenerational program would be helpful to administrators. Understanding the special needs of these adults within an educational system primarily designed for adolescents would also be helpful for the educator in the secondary classroom. In the intergenerational setting, administrators and teachers must know what the adults' goals and needs are and how the intergenerational setting helps or hinders adults in their efforts to meet their needs and reach their goals.

Objectives of the Study

The purpose of this study was to assess the current status of intergenerational education in vocational education programs at the secondary school level in

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Pennsylvania. The following research questions were formulated:

1. What are the expressed personal and career-related reasons (goals and needs) for adults returning to the secondary school classroom?
2. What are the inhibiting and facilitating factors faced by adults when returning to the secondary school classroom?
3. What concerns do teachers and administrators experience in working with the intergenerational setting?
4. What issues arise from these concerns?
5. What school policies exist or are needed concerning the intergenerational educational setting?

Need for the Study

The results of this study provide information that vocational administrators and teachers can utilize when implementing an intergenerational program. At present there is little, if any, research in this area. Teachers and administrators in secondary school-level settings often have a very inadequate understanding of the needs of adults and how to work with adults effectively. Traditionally, vocational educators' education has been oriented primarily toward the adolescent rather than the adult. Since instructors have great autonomy in their teaching, this

could be a disadvantage to the adult learner, according to Mager (1962). Once an instructor decides he or she will teach a group of students something, several kinds of activity are necessary on the part of the instructor if he or she is to succeed. First, a decision must be made regarding the goals of the course. Then procedures, content, and methods must be selected that are relevant to the objectives; the instructor must cause the student to interact with appropriate subject matter in accordance with principles of learning. Finally, an evaluation of the student's performance according to the objectives or goals originally selected must be completed. The following passage illustrates that the teacher-learner is the heart and soul of education. Apps (1985) states that too often,

> We as practitioners in continuing education are content to accept whatever the vogue approach to teaching might happen to be and go our merry ways. As educators, we have the responsibility to understand what we do and why we do it. (p. 13)

There is a need to critically examine the current practice of intergenerational programs in vocational schools as a foundation for future planning.

There is also a need to recognize that all groups require leadership and direction if they are to remain intact and achieve their goals. Clemmer (1991) stated:

> Ours is a secular society with innumerable cultural and ethnic nuances that reduce common bonds and mutual understandings. This phenomenon

> creates an urgent need for coherent policies that can serve to enhance consistency and fair-mindedness in the vast arena of public administration, including management of public schools. (p. xix)

Essex and Bishop (1986) define policy as broad statements of principle that chart a course of action. They further observe that policies are usually adopted for three reasons: innovation, succession, or maintenance. In the case of the new adult education programs in a school district, policy would be considered innovative since these programs are new. All programs should reflect the mission and philosophy of the school district. Intergenerational programs are an example of innovative adult education programs. At present, there is little or no established policy concerning the integration of adults into the secondary classroom.

Definitions

1. Vocational education includes organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations. It also includes programs that provide for additional preparation for a career in

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such fields in other occupations requiring other than a baccalaureate or advanced degree and for vocational student organization activities as an integral part of the program. For purposes of this paragraph, the term "organized education program" means only (a) instruction (including career guidance and counseling) related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training and (b) the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids. The term does not mean the construction, acquisition or initial equipment of buildings, or the acquisition or rental of land. (P.L. 98-524)

2. Intergenerational Education includes programs where adults receive an education in a vocational program during regular secondary school hours in classrooms with the regular secondary student population. This typically occurs on a tuition basis for the adults.

3. Adults are those persons, beyond their conventional and contemporaneous high school class, who have elected to return to the secondary classroom to complete or continue educational objectives.

4. Unemployed person means an individual who is able to work, available for work, and looking for work but not employed for a minimum of one week. (PDE, p. 210)
5. Area vocational education school means a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market. (P.L. 98-524)

Chapter 2

REVIEW OF LITERATURE

Introduction

This review expands upon the rationale for adult education, further explains and defines the complex system of adult education, and introduces intergenerational education as the latest concept to serve adults in a long history of adult educational programs. Intergenerational education is defined in this study as education which includes programs where adults receive an education in a vocational program during regular secondary school hours in classrooms with regular secondary population. This typically is on a tuition basis for adults. This researcher must note that literature in this area of intergenerational education was nonexistent at this particular time. However, there is value in examining the theoretical literature that does exist on adult education. Babbie (1986) stated, "No one ever starts out with a completely clean slate to create a theory. The concepts that are the building blocks of theory are not created out of nothing" (p. 37).

Section One of this literature review provides a rationale for adult education. Section Two presents an historical overview of adult education in the United States from the colonial period to the present time. Section Three expands on the topic of adult learners and the educational

process. Section Four discusses the general assumptions of andragogy. Section Five describes the diversified providers of adult education in this country. Section Six provides an overview of the future of adult education and discusses four current trends that are the result of the political, technological, and rapid social changes of the previous decade.

Section One--Rationale for Adult Education

Adult education in the United States is defined in many ways, depending on the source. It could mean senior citizens taking a painting course, secretaries learning word processing, or immigrants studying English. Adult education is the means that allows women to reenter the work force after child rearing through refresher courses. It allows an unemployed individual to retrain for new employment. Courtney (1986) observes that adult education might be seen to embrace a variety of prominent, visible social activities lying between recreation and schooling.

As many definitions abound, so does the terminology. Adult education, lifelong learning, continuing education, community development, and andragogy are just a few. Though many definitions are put forth in this country, they are generally focused on curricula or skills meant for adults only.

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Knowles (1973) defines adult education as the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes. According to Peterson (1979), adult education or lifelong learning is a conceptual framework for conceiving, planning, implementing, and coordinating activities designed to facilitate learning by all Americans throughout their lifetimes.

It seems to be a difficult task to find one perfect statement with which to define adult education. However, the absence of one clear definition could explain how adult education developed in this country to meet the myriad of needs, goals, and desires of individuals and institutions. Bryson (1936) believes that adult education has entered into more areas of American life than occurs in any other country. This type of delivery system expresses the complexity as well as the vitality of American life. Intergenerational education for adults is the latest concept to serve adults in a long history of adult educational programs.

Section Two--Historical Overview

Seeds for the implementation of adult education began during the colonial period from 1600-1779. After the colonists addressed the problems of survival in early America, they made provisions for the education of their children (Wright, 1957). However, these early settlers

wanted more than they had had in Europe; as a result, they began to create a system of education that would meet the needs of their new homeland.

As our nation grew (1780-1865), the direction of adult education grew gradually. Lockridge (1974) suggests that during this period society changed from being about one-half literate to being a society with two-thirds of the males being literate. Adult education primarily targeted the elite of the population. Very few females and even fewer African-Americans and Native Americans were literate. Informal channels of education for adults emerged in the form of daily newspapers, magazines, and the development of libraries and museums. The adult evening school was also emerging.

As the nation matured (1866-1920), adult education flourished. Knowles (1962) observed that the dominant theme of this period was multiplication. By multiplication, he explains that the period opened with several hundred adult education institutions but ended with several thousand. Correspondence schools, junior colleges, and social service agencies emerged. The federal government also enacted legislation that established a Department of Education, the Cooperative Extension Service, and the Smith Hughes Vocational Act.

In the Modern Era (1921-1961), adult education became an integral part of American life. Lindeman (1926) felt

that adult education helped adults become intelligent about their situation in life. Here the concept of adult education as social education emerged.

From 1961 to the present, adult education has been changing and flourishing. As Walter F. Mondale stated,

> During recent years we have been witnessing the development of an exciting new concept in education. We have seen its beginning in many educational institutions and organizations throughout the country, and we have heard it identified in a variety of different ways . . . But whatever we call it, this is a movement based on the growing recognition of education as a means of meeting diverse and changing needs of Americans throughout all stages of their lives. (Peterson, 1979, p. 1)

Knowles (1973) states:

> Lifelong learning as we have tried to conceive it, offers vision - a prospect of a future education and learning in which all people, in many ways and using a variety of resources, can with ease engage in learning throughout their lives. The promise is that through lifelong learning lives can become more meaningful and, in consequence, the society more perfect. (p. 3)

As education contemplates new directions for adult education, it is important to consider the past before moving into the next century. This consideration serves not as a road map but as a springboard to shape new paradigms for an educational system to better serve adults.

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Section Three--Adult Learners and the Educational Process

Skillful adult educators have known for a long time that adults cannot be taught the way children are taught. However, most of what is known about teaching is based on research regarding the teaching of children. This learning-teaching transaction for nonadults is called pedagogy. Knowles brought forth to the United States a new terminology, andragogy, which relates to the art and science of teaching adults. He believed that education must be defined as a lifelong process of discovering what is not known as opposed to education as a process of transmitting what is known. What children should learn is how to inquire and not what adult educators believe they should know. For that reason, Knowles considers traditional pedagogy irrelevant to modern requirements for the education of both children and adults (Knowles, 1970).

Krajac (1989) agrees with Knowles that although some knowledge derived from the education of children is equally applicable to adults, much is not. Titmus (1989) defines andragogy as "the art and science of helping adults to learn and the study of adult education theory processes and technology to that end" (p. 13). Titmus also believes that adults have status, responsibility, and functions that differ from those of children; as a result, the widely

perceived principles of pedagogy are not entirely appropriate to adults.

Section Four--General Assumptions of Andragogy

Knowles (1970) states:

> There are four critical assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. These assumptions are that, as a person matures, (1) his self-concept moves from one of being a dependent personality toward one of being a self-directed human being; (2) he accumulates a growing reservoir of experience that becomes an increasing source for learning; (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Krajac (1989) observes that the integration of education with the activities or the characteristics of adult learners requires specific methods of teaching. Brunner (1959) and Rogers (1986) identify similar common characteristics of adults that must be addressed in adult education. Rogers (1977) believes that these unique characteristics of adults should lead educators to teach through realistic and relevant material.

Assumptions About Learning and Teaching

Knowles (1970) concludes that the andragogical approach to the learning-teaching transaction is premised on three assumptions about learning and teaching: (1) adults can learn, (2) learning is an internal process, and (3) there are superior conditions of learning and teaching.

Thorndike (1928) reported that adults can learn and that ability declines very slowly. Today Knowles (1980) observes that research clearly states that the ability to learn remains unimpaired throughout life, but that adult learners may not perform so well in learning situations due to being away from education, physiological changes, negative response to external sanctions such as grades, and adjusting to new methods of teaching. In addition, the lifespan of adults has increased dramatically, thus increasing the time spent by adults in learning activities.

In summary, the adult learner is different from the child learner. To have a realistic adult education program, administrators and adult educators must address the aforementioned differences. The intergenerational-vocational program setting places an additional external factor on the vocational teacher. The teacher must now reflect on the pedagogical and the andragogical needs of the students.

Section Five--Major Providers of Educational Programs for Adults

Due to a variety of programs and a diversified population, adult education has been carried on in a variety of agencies. Bryson writes that, "Adult education has always been carried on by a wide variety of agencies, for a variety of purposes, and with many kinds of people" (Bryson, 1936, p. 13).

The United States system of adult education is carried out in many arenas. The major providers are:

Public Schools--Here adult education can serve the community. The public school can give leadership to problem solving within the community base.

Four-Year Colleges and Universities--Here adult education is often defined as continuing education. In recent years, flexible scheduling has led adults to seek higher educational degrees.

Community Colleges--The community college has evolved into a major community-based educational institution. It very often addresses the social, economic, and technical trends within the community.

Cooperative Extension Service--In this arena, extension provides issued-based, research-oriented, relevant, practical, and future-oriented education. Extension helps people solve problems.

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Armed Forces--The concept of lifelong learning is an accepted objective of the armed services in the United States. Education begins with basic training for an individual followed by a specialty occupation skill school. Education in the armed forces is varied and diversified.

Correctional Facilities--Education and the prison system have been linked since the colonial era. Here a positive-change orientation is provided for inmates.

Public Libraries and Museums--In recent years these facilities have emphasized the interpretation of their collections to the public. Both provide learning opportunities for their clients.

Business and Industry--Economic shifts often lead these sectors to recognize the need for education before secondary schools. In recent years business and industry have turned to vocational schools to provide the needed education.

No matter who the provider is, adult education serves many people in the United States. There are relevant differences among agencies that provide a choice for the adult wanting to continue the educational process. Changes in the economy, technology, and family status can send an adult searching for new skills, whether occupational or personal, in order to survive. The arrival of a continuous stream of new technologies promises to challenge the adult

education system no matter where it is located. The future of adult education is difficult to predict, but adult educators need to continually look to the future to better serve their clientele.

Section Six--The Future of Adult Education

Spear and Mocker (1989) observe that interest in the future has been intensified by rapid social, political, and technological changes. Given these recent changes, they indicate four current trends that will impact the future. These changes are: (1) the aging of the United States population and a shift from a youth to a maturity orientation in the society; (2) the increasing sophistication and influence of technology; (3) the redefinition of work, productivity, and participation in the information era; and (4) the growth of descensus, the influence of information access, and the struggle for power by special interest groups. These trends will have an increasing impact on the diversity of adult education clientele, bring adult education to remote communities, will help adults face advanced technology, and foster critical thinking so that the adult population can represent themselves in matters of importance.

Trend #1--The Aging of the United States Population and a Shift From a Youth to a Maturity Orientation

In the mid-1980s, the United States population shifted from a youth to an elder population. At present, more Americans are over age sixty-five than under age twenty-five. In the past, aging denoted illness, fatigue, and generally a loss of the population. However, advances in medicine have caused this to no longer be true. In addition to being healthier, the population is better educated. Due to improved pension planning, there is a lower retirement age which allows these individuals to have more time to pursue personal interests. This population is a potential pool of clients for adult education. It is also a pool of adult educators. The richness and diversity of clientele in the receivership as well as professional adult educators can add a new dimension to the adult education system.

Trend #2--The Increasing Sophistication and Influence of Technology

This postindustrial age in which we now live is characterized by information and communications. The steady stream of new technologies can influence adult education in the future. Computers, once a machine of business and industry, are found in schools and homes. Aronowitz and Giroux (1985) observe that computers, once used exclusively

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for payrolls and as a tool for storing information, have now become part of our culture and a way of life for Americans.

Spear and Mocker (1989) suggest that the impact of this new technology will result in convening world and national conferences of adult educators via computer and satellite technology. They also conclude that the technology will bring adult education to remote locations and will break the bonds of isolation that rural areas have experienced. These regular communications between adult educators, as well as between adult educator and student, will help solve national and world problems.

Trend #3--The Redefinition of Work, Productivity, and Participation in the Information Era

With the coming of the postindustrial age, we often have less skilled laborers and a more highly educated work force. The Hudson Institute (1987) predicts that by the early twenty-first century, a majority of jobs will require some form of postsecondary work. The skills needed--primarily mental and educational preparation--will be the key to their participation. Adult education can be the difference between those who are prepared and those who are not prepared. Adult educators will help clients face this new age by forming working relationships with the private sectors of business and industry to provide programs that will keep pace with the rapidly changing marketplace.

Trend #4--The Growth of Descensus, The Influence of Information Access, and The Struggle for Power by Special Interest Groups

There is a disadvantage to a world of almost limitless information. Often, as in the past decades, this information explosion has resulted in descensus--the state of a great deal of information being filtered through individual values and lifestyles and then translated into the special interests of individuals. With the continued lack of confidence in the media and national leadership, Spear and Mocker (1989) predict that citizens will represent themselves in matters of importance. In order to do this effectively, people must be prepared to think critically. They contend that adult education will play a bigger role in fostering thinking as a major component of thinking.

In conclusion, adult education can have an enormous impact on the future of education. This impact may be with the delivery system of adult education. But adult educators will have to take a leadership role to develop goals within a new paradigm. Intergenerational vocational education within the secondary classrooms is a new paradigm for adult vocational educators to pursue.

Chapter 3

METHODOLOGY

Introduction

Babbie (1987) emphasizes that

> One of the key strengths of field research is in the comprehensiveness of perspective it gives the researcher. By going directly to the social phenomenon under study and observing it as completely as possible, you can develop a deeper and fuller understanding of it. (p. 239)

According to Kirk and Miller (1990), qualitative research is a particular tradition in the social sciences that fundamentally depends on watching people in their own territory and interacting with them on their own terms. Most critically, qualitative research involves research conducted through sustained interaction with people on their own turf. Archer (1987) notes that qualitative data are words, not numbers. Qualitative procedures tend to capture a broader and more open-ended perspective about complex phenomena. Bogdan and Biklan (1982) observes that qualitative evaluators attempt to expand rather than confine understanding. They do not try to resolve ambiguity but seek to study a concept as it is understood in the context of all those who use it. The qualitative researcher is concerned with multiple realities rather than a single reality.

It must be noted that case studies and their utility can be limited by the sensitivity and integrity of the researcher. According to Mirriam (1988), researching can use six basic strategies to insure internal validity: (1) Triangulation--use of multiple investigators, multiple sources of data, or multiple methods to confirm findings; (2) Member checks--data and interpretations are returned to participants to confirm their accuracy; (3) Research is conducted over a sufficient amount of time; (4) Colleagues are asked to comment on the findings as they emerge in order to have a peer examination; (5) Participants are involved in all phases of the research; and (6) Clarification of basic assumptions are stated at the beginning of the study.

The six basic strategies of Mirriam (1988) that can be used in this study are as follows: (1) Triangulation--There was only one investigator. However, this researcher utilized the expertise of multiple personnel (graduate committee members) to assist in data analysis. (2) Member checks--A summary of the data was returned to the participants. The participants made additions and corrections to the summary and returned the summaries to the researcher (Appendix B). (3) Research is conducted during a sufficient amount of time. The research began early in the school term and continued throughout the school year. (4) Colleagues (graduate committee members) gave comments on the findings as they emerged in order to have peer examination.

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(5) The participants were involved in all phases of the research. (6) Basic assumptions of andragogy were stated in the beginning of the study.

Mirriam (1989) also suggests several techniques for insuring reliability. Those utilized by this researcher were as follows. First, she has stated her basic assumptions in the beginning of the research. Second, again, multiple methods of collecting data and multiple researchers evaluating data are used. Third, an audit trail or a continual description of how and why data were collected was stated throughout the inquiry.

External validity is insured by providing a rich, thick description (Mirriam, 1989) that can be generalized to many situations. Presentation of population facts that are pertinent is especially helpful to other vocational directors because it synthesizes the information.

Procedures

The research methodology is a case study using qualitative methods that allows for optimum data collection. This occurs partly by direct observation in natural settings and partly by access to subjective factors (thoughts, feelings, and desires).

This study explores the status of adults enrolled in secondary school vocational programs in Pennsylvania. The findings identify, describe, and explain using quantitive

and qualitative information, perceptions, and opinions of adults and teachers participating in the intergenerational program at the Altoona Area Vocational-Technical School (AAVTS) located in Altoona, Pennsylvania, during the 1990-91 school term. In addition, all vocational and comprehensive schools with personnel who participate in the Pennsylvania Association of Vocational Administrators (PAVA) have been polled to provide a broader spectrum to the research, especially in relation to policy issues.

Case Study Site

The study took place at the Altoona Area Vocational-Technical School in Altoona, Pennsylvania. The school has a secondary school-level enrollment of 1,010 including 52 adults enrolled in the secondary school vocational program (grades 10-12). In addition, the school has an enrollment of 133 9th grade students. The initial implementation of 9th grade began in 1987 with a unique program for "at risk" students. In 1990, any 9th grade students with clear occupational objectives from one sending school were admitted for an exploratory program. The admission of 9th grade students from the remaining sending districts will begin in 1991-92.

The Altoona Area Vocational-Technical School serves eight sending schools. The sending schools have a combined secondary school-level population of 10,264. The population

of the area represented by the eight sending schools is 135,000. The enrollment is classified as 45% medium-sized community, 30% small-sized community, 15% rural, 10% suburban, and 0% large city.

In a follow-up study of the 1989 graduates of this school, 60% are employed, 21% are attending a post-secondary school, 6% are in the military, 2% are homemakers, 5% are unemployed, and 6% are unaccounted for at this time (Isacki, 1991).

Adults have been enrolled in secondary school vocational programs at the AAVTS since 1986. In 1990-91 there were 52 adults; 27 were male and 25 were female. The 42 adults that volunteered to participate in this study were in the following vocational classes: Ag Resources; Auto Mechanics; Building Trades; Cabinet Making; Child Care Worker; Dental Assistant; Drafting and Design; Industrial Electricity; Food Service; Graphic Arts; Medical Assistant; Heating, Ventilation, and Air Conditioning; Interior Design; Machine; Marketing and Distribution; Plumbing; and Welding. The school has less than one percent of identifiable ethnic groups.

Prior to admission to the AAVTS the Singer Evaluation Test was given to determine the basic hand skills the adults possessed in various occupations. The adults were also assessed for basic skills. If an adult is deficient in any

area, help is provided by the Community Education Center of the Altoona School District.

Population and Sample

The study collected data from four sources. First, 42 volunteers of the 52 adult students enrolled in the intergenerational program at the Altoona Area Vocational-Technical School were surveyed. The non-respondents were investigated to insure that the failure to volunteer was non-systematic. Then the questionnaire was given to 42 of the 52 respondents at the beginning of the 1990-91 school term. Second, 20 of the 42 volunteers were purposely selected to be interviewed (Table 1). The 20 adults in the sample were selected as closely as possible to the original volunteers/adults in age and sex. In addition, two hearing-impaired students were included to address the special needs population. Third, all teachers currently teaching adults completed a survey. Fourth, a questionnaire was sent to the membership of the Pennsylvania Association of Vocational Administrators.

Instrument Development

Three survey instruments (Appendix A) and one interview schedule (Appendix B) were used in this study. A panel of experts judged the content and face validity of each survey. This panel included a principal, assistant principal,

Table 1. Characteristics of Structured Adult Sample Compared to Aggregate of Participating Adults.

Characteristic	N		Percent	
	Total	Sample	Total	Sample
Sex				
Male	17	9	41.0	45.0
Female	25	11	59.0	55.0
	42	20	100.0	100.0
Age				
16-26	15	7	36.0	35.0
27-38	24	10	58.0	50.0
39 +	3	3	6.0	15.0
	42	20	100.0	100.0

vocational director, adult education supervisor, associate professor of agriculture education, and associate professor of vocational education.

The panel of experts made adjustments to the instruments as to appropriateness of the wording, and several members suggested additional questions. Adjustments were made to the survey, and the revised version was used with the study participants.

The first data collected stemmed from a survey completed by 42 volunteer adult students enrolled in the secondary vocational program. In addition to sociodemographic information, the survey requested information relative to the reasons for pursuing additional education. This survey was tested using an adult education class in a comprehensive classroom.

The second instrument was an in-depth interview schedule completed by a purposely structured sample of 20 adults. These interviews assessed the inhibiting and facilitating factors faced by adults when returning to the secondary school classroom.

The third instrument was a survey that assessed the AAVTS teachers' perceptions of the adults' goals and needs as well as the inhibiting factors faced by adults returning to the secondary classroom.

The fourth instrument was a questionnaire completed by the members of the Pennsylvania Association of Vocational

Administrators (PAVA). The purpose of this survey was to identify administrative and policy issues that emerge when adults are enrolled in the secondary school classroom.

Data Collection

Prior to collecting data from the adults, the study procedures and questionnaires were approved by The Pennsylvania State University Office for the Protection of Human Subjects.

The initial questionnaire was administered to 42 of the volunteer adults enrolled in the secondary vocational classroom in a group setting. This researcher coded the survey using the last four digits of the participant's social security number. At no time were names used. The four-digit code was used strictly for data organization.

In-depth interviews were conducted using a purposely structured sample of 20 adults. Special needs adults were included in the interview group.

A questionnaire was completed by the instructors currently teaching adults in the secondary classroom at the Altoona Area Vocational-Technical School.

A questionnaire was mailed to all members of the Vocational Administrators of Pennsylvania in order to address administrative and policy issues in an intergenerational setting.

Data Analysis

Archer (1987) stated:

> Qualitative data analysis is the process of systematically searching and arranging the interview, transcripts, fieldnotes, and other materials accumulated to increase the analyst's understanding of them and to enable the analyst to present what was discovered to others. (p. 2)

Analysis and interpretation of the qualitative data in this study are categorized into four distinct levels: analysis, interpretation, judgments, and recommendations. According to Archer (1987), analysis is the process of bringing order to the data, and organizing it into patterns and categories. Interpretations involve attaching meaning and significance to the analysis, explaining descriptive patterns, and looking for relationships and linkages among descriptive dimensions. Then the researcher makes judgments and assigns value to collected data and makes recommendations. These four levels give a comprehensive perspective to the study. Babbie (1987) observed that the key strength of qualitative research is the comprehensiveness of perspective it gives the researcher. In addition, Babbie (1987) concludes that the inherent advantage is the interaction between the data collection and data analysis which allows a greater flexibility.

In this study the researcher employed the logic of comparison to cite the similarities and dissimilarities between the expressed outcomes and inhibiting aspects by the

adults, teachers, and administrators surveyed. In addition, judgments on the unique characteristics of each group are expressed.

During the study, as similarities emerged from the comparison, conclusions regarding the expressed, personal, and career-related reasons (goals and needs) for adults returning to the secondary school classroom began to form. In addition, inhibiting factors faced by adults returning to the secondary classroom also emerged. A parallel of concerns and issues among adults, teachers, and administrators also began to surface. As these similarities were discovered, it also became evident that items unique to each group allowed for a more global picture of the participants within intergenerational education in the secondary vocational classroom.

Limitations of the Study

One of the major limitations of the study was that much of the data came from personal interviews that relied on the perceptions and attitudes of a structural sample of interviewees.

The second limitation was the inability to comply with Mirriam's (1988) suggestion of multiple investigators. This investigator brought personal bias, limited time, and resources to the study.

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To overcome the above limitations, this investigator used three methods cited by Lincoln (1981) and one suggestion by Babbie (1987):

1. Use overlap methods--augmenting the interview section with surveys completed by administrators and teachers;
2. Establish an audit trail--documenting every step of the research process;
3. Enlist the help of others requesting input from committee members on a regular basis; and
4. Sensitivity to and awareness of personal biases may help to solve this issue.

The third limitation noted by this investigator was that qualitative research seldom yields precise descriptive statements and conclusions are suggestive rather than definitive. Only a purposely selected group of adults were interviewed (Babbie, 1987). Adults and teachers were sent a questionnaire. The emphasis was intended to focus on the adult population. As a result, more data was collected for the adults than for the other groups.

Chapter 4

FINDINGS

Introduction

The goal of this study is to explore the status of adults enrolled in secondary school vocational programs. The findings identify, describe, and explain (using quantitative and qualitative information) perceptions and opinions of the adults and teachers participating in the intergenerational program at the Altoona Area Vocational-Technical School (AAVTS) located in Altoona, Pennsylvania, during the 1990-91 school term. In addition, all vocational and comprehensive schools with personnel who participate in the Pennsylvania Association of Vocational Administrators (PAVA) were polled to provide a broader spectrum to the research, especially in relation to policy issues.

The study systematically examines expressed outcomes, inhibiting factors, initial concerns, and the unique characteristics and opinions of the adults, teachers, and administrators in an intergenerational setting. Following these analyses, tentative conclusions (judgments, per val.; see Archer, 1987) and recommendations are offered in Chapter 5.

Organization of the Chapter

Chapter 4 is organized into three major sections. Section one presents findings from the case study of 42 volunteers from the 51 adult students enrolled in the intergenerational program at the Altoona Area Vocational-Technical School. Information was gathered via a survey completed at the beginning of the 1990-91 school term by the participating adults; subsequently, interviews were conducted with 20 of the adults in a structured sample (Table 1). Due to confidentiality, the adults' individual quotes are not individually cited. However, an extensive audit trail was kept and is available from the author upon request.

The second section of this chapter contains the results from a survey completed by all 16 teachers who teach adults in the intergenerational program at the Altoona Area Vocational-Technical School.

The third section of the chapter contains the results from a questionnaire mailed to vocational administrators in area vocational schools and comprehensive schools participating in the Pennsylvania Association of Vocational Administrators (PAVA). An initial and follow-up mailing was made to each PAVA participating school. Currently 92 comprehensive high schools and area vocational schools are members of PAVA. Of the 92 schools, 71 responded, for a response rate of 77 percent.

Each of the three major sections is divided into additional subsections. These subsections are organized around the theme of the intergenerational experience, concerns regarding the intergenerational experience, and perceived inhibiting factors of the intergenerational experience. A final subsection presents additional observations not directly related to the above subsections. This organizational format for the chapter enabled the investigator to present relevant information from the perspective of the study's three respondent groups (adult client, teacher, and VAP administrator) prior to synthesizing the information by combined thematic areas.

Profile of Adult Students

There were 52 adults enrolled in the secondary school-level vocational program at AAVTS for the 1990-91 school term. From these adults, 42 volunteered to participate in this study. Of those participating, 41 percent were males and 59 percent were females. Married students accounted for 43 percent while 38 percent were single. Of the remaining students, 14 percent were divorced and 4 percent were widowed. All had at least a high school diploma or a G.E.D. (General Education Development) certificate. Ages ranged from 18 years to 65 years (Table 2).

The majority of the students (64%) were unemployed. The remainder were either employed full-time (14%), working

Table 2. Demographic Characteristics of Adults Enrolled in Secondary School-Level Vocational Education Programs.

Characteristic	N	Percent
Sex		
Male	17	41.0
Female	25	59.0
	42	100.0
Age		
16-20 years	8	19.0
21-26 years	7	17.0
27-32 years	12	29.0
33-38 years	12	29.0
39-44 years	2	4.0
45-65 years	1	2.0
	42	100.0
Education		
Less than high school grad	0	0.0
High school grad	22	52.0
G.E.D.	9	22.0
College (1-2 years)	3	7.0
Nursing school	0	0.0
Technical school	5	12.0
Apprenticeship	1	2.0
Business	2	5.0
	42	100.0
Marital Status		
Single	16	38.0
Married	18	43.0
Divorced	7	17.0
Widowed	1	2.0
	42	100.0

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part-time (10%), or a homemaker (12%). The most common adult student goal was to find a job (57%), with one student wanting to leave the state to accomplish this goal. Others had employment in a specific occupation (24%) as their goal, while others (17%) wanted to further their education (Table 3).

Students learned of the intergenerational program primarily through word of mouth (29%) and newspapers (26%). Students chose the AAVTS because of the availability of a desired program (43%) and location (24%). The majority decided to further their education because they desired a change in employment or job placement (57%).

Financial assistance to attend AAVTS came from a variety of sources, with 42 percent having some source of aid. Almost one-half (48%) of those receiving assistance utilized Job Training Partnership Act for funds. Nine other agencies providing support were reported by the adults (Table 4).

Section One--Adults in Intergenerational Education Expressed Outcomes

A common thread that emerged through the interviews was the improvement of self-esteem (70%). One student needed this experience to "prove she could become a licensed practical nurse." Another student was using this experience as "a stepping stone to more education. I wanted to see if

Table 3. Employment Characteristics of Adults Enrolled in Secondary School-Level Vocational Education Programs.

Variable	N	Percent
Present Employment Status		
Employed	6	14.0
Unemployed	27	64.0
Working part-time	4	10.0
Homemaker	5	12.0
	42	100.0
Desired Employment Status upon Completion of Program		
Specific vocation	10	24.0
Find employment	24	57.0
Apprenticeship	1	2.0
Not sure	7	17.0
	42	100.0
Desired Employment Status in 3-4 Years		
Further education	7	17.0
Start own business	2	5.0
Married/family	3	7.0
Find employment	5	12.0
Earn more money	2	5.0
Not sure	23	54.0
	42	100.0

Table 4. Summary of Factors Related to Choosing A Vocational-Technical School for Continuing Education.

Factor	N	Percent
Source of Initial Information		
Radio	0	0.0
Television	0	0.0
Called school office	11	20.0
Word of mouth	16	29.0
Newspaper	14	26.0
Women aware	1	2.0
Office of Voc. Rehab.	1	2.0
JTPA	2	4.0
Attended before	1	2.0
Career day	1	2.0
Seminar	2	4.0
EFNET	1	2.0
Project Change	3	5.0
Family & Children Services	1	2.0
	54	100.0
Reasons for Furthering Education		
Job advancement	12	20.0
Special interest	15	25.0
Upgrading/retraining	11	19.0
Required by employer	0	0.0
Desired employment change	21	36.0
	59	100.0
Reasons for Choosing a Vocational Technical School		
Cost	12	17.0
Program availability	31	43.0
Location	17	24.0
Hours	7	10.0
3-yr. program in 1 yr.	2	3.0
Young people	1	1.0
TRA	1	1.0
Best teachers	1	1.0
	72	100.0

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Table 4. (Continued)

Factor	N	Percent
Greatest Concern Upon Enrollment		
Tuition costs	31	42.0
Returning to the classroom	10	14.0
Being with teenagers	5	7.0
Not able to do work	12	17.0
No major concern	12	17.0
Day care	1	1.0
Travel	1	1.0
Not explained	1	1.0
	73	100.0
Source of Financial Assistance		
Agency		
Welfare	1	3.0
SPOC (Special Point of Contact)	2	6.0
Project Change (program at vo-tech)	2	6.0
JTPA (Job Training Partnership Act)	15	48.0
TRA (Training Rehabilitation Act)	3	10.0
Workmen's Compensation	1	3.0
OVR (Office of Vocational Rehabilitation)	2	6.0
Adult Education Office	2	6.0
Veterans Administration	1	3.0
State grant	2	6.0
	31	97.0

N = Respondents could identify more than one response for these variables; thus, the N may exceed the number of people (42).

I could do this!" Grades were cited as extremely important (75%). Studying hard was a primary goal. "In high school, I was a terrible student and now I am making the honor roll." In another area a student reported: "I took out my drawings from high school and compared them to my drawings now - what a difference! I was thrilled!" These representative comments reflect self-esteem or proving their own self-worth through perceived educational success or occupational attainment.

The adults indicated perceiving themselves to be role models for the high school students. "I feel like a second teacher," one commented. "I was put in charge of decorating the cafeteria for my design course." Their enhanced self-esteem is further reflected in their positive feeling or perception that other people value them and have either directly or indirectly requested their assistance. The majority of the adults (71%) indicated offering advice or helping the high school students. One adult talked to the brother of a high school student who had dropped out of school and convinced the brother to return to school. Adults felt they often helped the students when the teacher was not available.

The adults indicated that their education opened up a whole new world, with great possibilities. They generally felt they could do anything. One young man now felt "more like Nostradomus concerning his future instead of waiting

till the future is upon him." It didn't matter what gender or age, the attitude was upbeat and positive. The adults reflected a positive, "I'm in charge of my life" attitude and felt more capable of making things happen for themselves rather than waiting for things to happen to them.

All of the adults indicated a great deal of respect for their teachers. They (95%) indicated the classroom has changed since they first attended high school. Students with extreme discipline and family problems often create difficulties in the classroom. They gave a great deal of credit to their current teachers for accomplishing the educational objectives in the classrooms while having to cope with difficult students. One female parent, who does not live with her children, indicated her "support system" was at school and was led by her teacher. "He manages to teach even the worst kids," was another comment. Few would change the teaching methods of the teacher. These adults have a generally positive value for the educational system and the personnel in education. The interviews reflected a more positive value for education than these individuals had as high school-aged students. Education is now viewed as having a personal utilitarian value. Teachers generally have become role models for these adults.

Attendance is high among the adults (86%). If they missed class, it was due to a doctor's appointment for a disabled spouse or the illness of a child. "I don't want to

miss anything," was the general attitude being expressed in the interviews.

At the time of the interviews (February 1991), students were anticipating involvement in the cooperative education portion of their program. Cooperative education is a program in which a student is placed in a job in the community for experience. Most (80%) were anxious for this because they believed it would help them find employment. These adults (80%) believed in the availability of jobs in their fields of study although 20 percent had no idea of the types of jobs available. Adults also believed that their teachers would help them find jobs. "Our teacher will help us all she can. If she knows of a job opening, we'll know." Another adult was looking forward to job interviews that his teacher will be organizing at the end of the year. The adult students respected their teachers' positions in their respective fields and felt their teachers had confidence in them as potential employees.

The majority (90%) of the group were very motivated to change their employment status. Several (25%) indicated that being on public assistance was upsetting to them because they believed it demonstrated they were not capable people. "I don't want my child to grow up knowing I had to depend on welfare to make ends meet. I want him to be proud of me." All who had completed high school or received a G.E.D. believed further education was a way to change their

employment status, which seemed to be related to their self-esteem. More females than males indicated to the interviewer that they needed to talk to someone who had "made it." They were looking for role models in their lives. They wanted the tape recorder turned off in order to be able to talk "off the record." All of these females were single parents, struggling financially or on public assistance. They intended to make a better life for themselves and their children. These adults (all female) understood that "welfare" was a program to help them temporarily. They did not want their children to grow up believing that the government "owed them" a check each month. They believe an individual owes oneself self-respect by earning one's own living. All of these adults felt that education was the means to find "decent" employment. They expressed a change in aspirations for themselves and for their children. The sole interviewer was a female, which may account for the fact that males did not react with similar comments regarding role models.

The main theme, however, for both males and females was "I want to feel better about myself" and that this goal can be accomplished by changing one's employment status through education.

Initial Concerns

The foremost financial concern of the adults interviewed in the intergenerational study was obtaining

money for tuition costs (42%). As detailed in Table 4, various funding sources were being used. These funding sources primarily originated as a result of interviews in which adults engaged at the employment office. Each agency providing financial assistance was contacted by the administration of the Altoona Vocational-Technical School and appraised (the agency) of available courses. Several adults expressed the fact that they would not be able to receive this training without financial help. They believed they were a good investment for the dollar.

Other concerns were not being able to do the work (17%) and returning to the classroom in general (14%). Some students indicated that the instructional technology of contemporary classrooms was frightening to them. The fact was expressed by several students that computers may be accepted and commonplace in a high school student's world, but not necessarily in the adult world. Being with teenagers was expressed as a concern by 7 percent of the adult population. Child care and travel were indicated by 1 percent of the adults as an initial concern.

Inhibiting Factors

Inhibiting adult perceptions of the intergenerational experience were more difficult to identify by the interviewer. Although all of the adults indicated that the high school students could be "nerve wracking" at times, they did not hinder their education. The adults indicated

that if a high school student was allowed to teach the class, "chaos" would result. Most of the high school-aged students were not seen by the adults as being self-motivated. According to the adults, high school students cannot envision themselves realistically five years from now. They have a very narrow focus. High school students take every opportunity to "fool around," reported several adults. "They aren't as serious as we are concerning our studies," claimed another adult. "They (high school students) need an authority figure around to stay focused," was the opinion of an adult student. Several adults (25%) indicated the 9th grade students were "more difficult to deal with" than the 10th, 11th, and 12th graders. Intergenerational education appeared to be more effective when the high school students began to mature. The span of ages between a 14-year old and the mean adult age of 32 years appeared to present some difficulty in an intergenerational program. One (adult) student expressed that the 11th and 12th grade students are "into it." They want to learn. "The younger ones (9th grade students) don't seem to be ready yet. They don't take it seriously."

Some adults (15%) indicated that they would like to have had more theory classes. Those that indicated desiring more theory were being taught with the same lesson plan as the high school students. They believed they could learn more if they were on a separate lesson plan oriented to the

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needs of adult learners. "We have to work with kids at their pace so you can't progress as fast." "I feel I could go a lot further," explained one adult. Students in a class that was individualized claimed that it "gets hectic," because each grade (9,10,11,12, and adult) is on an independent scope and sequence. At the same time it allows all students, including adults, to progress as rapidly or slowly as necessary. The adults want to be challenged. As one adult expressed, "We want more depth in our education, so the teacher comes each day with a lesson plan for each grade level."

The two special needs (deaf) students were the most negative about the high school students. They indicated anger at the high school students' behaviors and believed the younger students need more education concerning the handicapped. Although they felt secondary students' behavior was generally related to curiosity concerning sign language they (the adult students) were embarrassed by way they were treated. These special needs students had an interpreter provided by the Office of Vocational Rehabilitation. They had been educated in a school for the deaf. This was their first experience in recent years with hearing individuals. They felt the high school students were immature and distracted from their learning. They (the adult students) were here to learn and not for "horseplay."

The adults also indicated a desire for a lounge where they could study or get a cup of coffee. Although most adult students (71%) ate together in the cafeteria, they would like to be away from the chaos of teenagers for some time during the day. Many often left the building for lunch at a nearby mall.

Several adults (20%) felt that the adults should be listed on the honor roll and also would like to be involved in the student organizations. Several felt the classes were too large and that the teacher needed an aide. One comment was the class is "wall to wall people." Enrollment was high for the majority of the secondary vocational classes in which these students participated (Table 5).

Overall, there were few negative comments. The group was highly motivated and positive about their intergenerational experience.

Unique Information from the Adults' Perspective

Unique information was provided by adults regarding their reasons for returning to the classroom, the advantages of going to school with high school students, and whether they would recommend this program to other adults.

The reasons for returning to school were varied. In general, a life change brought the adults back to school to seek employment skills. Many wanted to upgrade employment (29%) via advanced training. Divorce and/or remarriage (24%) precipitated a desire to change one's employment

Table 5. Enrollment for Intergenerational Classes at Altoona Area Vocational-Technical School.

Class Only	Secondary Students		Adults
	Morning Session	Afternoon Session	Full Day
Building Trades	27	23	2
Carpentry	19	12	7
Dental Assistant	22	12	7
Drafting/Design	21	20	5
Electricity	20	25	5
Food Service	10	19	3
Graphic Arts	18	21	1
Medical Assistant	20	13	4
Air Conditioning	12	15	3
Interior Design	17	13	1
Machine	10	14	3
Plumbing	14	12	1

Note: Secondary students attend half-day classes in this school. They are in their "home" school the remainder of the day for academic instruction.

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status. Losing one's current job (14%) caused some adults to seek further training. Injury on the job (10%) made an employment change a necessity for several. Others (14%) wanted to earn more money. One adult's major goal was to "buy a car in three years." Another adult's goal was to "make more than the minimum wage." The adults had very pragmatic goals. pragmatic.

The perceived advantages of going to school with high school students also varied: "They make you feel young" (24%); "They keep you going and laughing" (15%). The adults (43%) indicated that the high school students helped them in their education, often with computers and complicated equipment.

It should also be noted that although adults and high school students have a great deal of contact during the school day, none of the adults socialized with the students outside of classes.

All of the adults would recommend this program to other adults. They believed the teacher is the key to a good program and that the teachers were excellent. They were in awe of their technical knowledge as well as their ability to impart this knowledge to others while dealing with "rowdy" high school students. Comments such as "my teacher is the best" or "I have the ultimate respect for my teacher" were commonplace.

Section Two--Teachers in Intergenerational Education

Profile of Teachers

The 16 teachers that had adults in their secondary classrooms at AAVTS were polled by questionnaire (Appendix A). Among the 16 teachers in the classroom, teaching experience ranged from .5 years to 24 years. The mean was 11 years of experience.

Expressed Outcomes

The majority of the teachers (93%) said that adults were a positive influence in the classroom. Only one teacher (6%) expressed general dissatisfaction concerning the intergenerational program. One teacher felt that "all adult students had been a disappointment." However, the general attitude of the teachers was one of excitement. One (adult) teacher felt that adults give the perspective of the "real world." Several teachers witnessed adults "helping to teach" the high school students. Adults "lend an atmosphere of maturity" and had a "calming effect" on the class. High school students watched the adults utilizing every minute of the educational day. They often tried to emulate the adults.

Several teachers noted that the adults are really here to learn; realizing their vocational goals (occupational success) depends on their school success. They are more aware of what is important and work harder than the high school students. They serve as role models for the high

school students. The adults reported studying each night, attendance problems are rare, and teachers report they learn at a faster pace. The teachers (100%) believed that the secondary students accept the adults in the classroom and the variety in ages gives a sense of reality to the classroom similar to that found in the world of work.

Initial Concerns

The teachers in the intergenerational program indicated having several concerns before the adults entered their classes. About 50 percent of the teachers were concerned about the selection process. "Would I end up with adult students who would cause discipline problems?" The teachers would have liked to have interviewed potential adult students.

Teachers were "afraid" the adults would not accept the rules and regulations found in a secondary school setting. Several teachers (34%) indicated that the "mixing of adult morals with students" could be a problem. One teacher expressed a concern that adults would not adapt to the school environment. Another teacher felt the contrast of ages would cause problems in the classroom. The teachers (80%) indicated they had serious concerns about accommodating five grade levels (9,10,11,12, and adults) in one class and that this would necessitate changes in their teaching techniques.

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Inhibiting Factors

Approximately 25 percent of the teachers did not experience negative reactions to having adults in their classes. Of the remaining 75 percent, the major negative aspect mentioned by the teachers was the presence of too many grade levels (9,10,11,12, and adults) in one class. These teachers felt "overwhelmed" by trying to teach these varied levels. One teacher said, "I need to spend more time with the adults; I feel guilty that I don't." "Adults learn fast - high school students slow you down," was stated by another teacher.

Class size must be taken into consideration (Table 5). Five levels in a class population of ten students may not be a problem, but a class with 27 students could be more difficult to manage, as would be a class with varied age levels and handicapped students.

The teachers also noted that a poor adult student could affect his/her high school classmates negatively. Problems can result if an adult has poor attendance or doesn't really want to change his or her occupational status because s/he could set a poor example for the high school students.

There was a concern, too, that at times the teachers "expected too much" of the adults. However, the majority of teachers were willing to overcome any obstacles to keep adults in their classroom. The consensus was, "it was a good move" to incorporate adults into secondary school

vocational classrooms. They were willing to keep working to resolve the difficulties they encountered.

Unique Information from the Teachers' Perspective

The majority of the teachers (75%) indicated that they had not had one discipline incident to date with adult students. For those teachers who did indicate a discipline problem (25%), the situation was either handled the same as it would have been handled with an adolescent; or they called all the adults together and mutually addressed the problem. In one situation, both the adult and the high school student were suspended for three days. Upon their return from suspension, the persons involved were able to work together. All of the teachers indicated that there were no "special" policies for handling adult discipline problems.

Most teachers (75%) indicated that they had to plan their lessons differently for adults. Most teachers (81%) believed that adults had different incentives for learning. Other teachers (12%) believed the incentives for adults and students were the same. The remaining teachers (7%) expressed the belief that the adults did not need teacher-initiated incentives because the adults were self-motivated. The majority of the teachers (81%) did not believe that they had any input into the decision to have adults in their secondary classrooms. Only a small percentage of teachers (25%) felt that they were given adequate support to teach

these adults. This support was in the form of inservice education concerning adult learning. The support received came from the administrators in the adult education and guidance offices. None of the teachers received inservice education on teaching adults with high school students in the secondary vocational classroom.

Fifty percent of the teachers expressed a need for training or information that would help them to be more effective in teaching adults in the secondary classroom. Some examples cited by teachers were workshops on topics such as teaching adults, teaching various levels in one classroom, or adult job placement. One teacher expressed a need for "small group meetings with adults to see if we are meeting their needs because adults are reluctant to speak in large groups." This would help teachers receive feedback from the adults in an open, constructive manner. Others wanted information on the adults' backgrounds or their financial support systems.

Section Three--Administrators of Vocational Programs

Profile of Administrators

A questionnaire (Appendix A) was sent to personnel in area vocational technical schools (AVTS) and comprehensive high schools (92) who are members of the Pennsylvania Association of Vocational Administrators (PAVA). Of the 92

AVTS and comprehensive schools, 71 responded (response rate = 77%).

In the survey, most administrators indicated that their schools (70%) have adults in their secondary vocational classrooms. Recruitment of these adults occurred due to a variety of sources. Newspaper advertisements (61%) were used by most administrators. Word of mouth (56%) and radio and television (34%) were other major recruitment sources (Table 6). Other agencies that assisted with recruitment included the Employment Office, Office of Vocational Rehabilitation, Job Training Partnership Act, Department of Public Welfare, Private Industry Council, and the Adult Education Center.

Expressed Outcomes

In the survey, the administrators (90%) indicated that they have or want to have an intergenerational program in their schools. The administrators (28%) indicated not only that enrolling adults in the secondary vocational classes generates revenue and allows for the fuller use of the facility but that the adults have been good role models for the secondary school students. The administrators (21%) indicated that this program helps to meet the training needs of local business and industry personnel (7%) as well as believing that this program was an effective public relations tool for their school; moreover, the administrators (58%) indicated that the adults not only

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Table 6. Frequency of Administrative Characteristics in Intergenerational Programs.

Characteristic	N	Percent
Adults enrolled in secondary program		
Yes	50	70.0
No	21	30.0
	71	100.0
Recruitment of adults		
Newspaper ads	43	61
Phone calls	15	21
Word of mouth	40	56
Radio/TV	24	34
Other	5	7
Inservice provided teachers		
Yes	14	20.0
No	57	80.0
	71	100.0
Current policy exists for adults	35	49
Tuition	25	35
Attendance	20	28
Discipline	16	23
Admission	5	7
Grading	1	1
D/A policy	1	1
Appearance	1	1
Interview with inst.	1	1
Smoking	1	1
Lunch/breaks	1	1
Fraternization with students	1	1
Special facilities		
Yes	8	11.0
No	63	89.0
	71	100.0

Table 6. (Continued)

Characteristic	N	Percent
Support services		
Yes	20	28.0
No	51	72.0
	71	100.0

N = 71

motivated but also effected a higher level of maturity on the high school students while showing these students the value of education. The adults were also cited by the administrators (7%) as being a tool to make instructors more accountable. One administrator stated that the "mix of adults and high school students provides a more realistic picture of the workplace."

Initial Concerns

The initial major concerns of administrators (41%) were having students of different ages in the classrooms, bringing adult problems into the classrooms, and having too many instructional levels in one classroom. The administrators (11%) voiced concerns about obtaining funding sources to help adults pay the tuition. The administrators (19%) felt that they had insufficient background information concerning the legal issues that could result from integrating adults in a secondary-level school system. Administrators (4%) noted that staff "worried" about how the adults perceived the teachers. One administrator believed that finding employment for the adults was a concern. Another administrator believed adults wanted more freedom than could be allowed in a secondary school setting and that the adults would be an overall negative influence. Another administrator cited the setting of the cost of tuition as a major concern.

Inhibiting Factors

Of the schools responding, 10 percent did not want adults incorporated in their secondary school program. One reason cited for this was the belief that the type of adult student that enrolled would have a negative impact on students. A second reason was perceptions of poor adult attendance. One administrator indicated adults could not afford the tuition; another said that adults were not in the secondary school program because space was not available in the school at that time.

Among the administrators whose schools enrolled adults, most (90%) agreed that although issues remained to be resolved, they support this program and are willing to "work out the bugs."

Unique Information from the Administrators' Perspective

Of the schools that have adults in the secondary classroom, the majority of administrators (68%) indicated not providing inservice education for their teachers related to teaching the adult learner. Some administrators (4%) indicated that they "somewhat" provided inservice training. Only 20 percent reported providing structured inservice training for the teachers in their intergenerational programs.

Specific policies concerning adults were reported in 49 percent of the schools. Many of these schools had policies on discipline (23%), tuition (35%), and attendance (28%).

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Some schools (24%) had admission policies. Other policies specific to adults (1%) related to drugs and alcohol, appearance, smoking, fraternization with students, and dismissal. Of the participating schools, 51 percent did not have specific policies for adults.

The majority of schools (82%) did not have special facilities for the adult student. Schools that reported having special facilities (11%) listed use of the staff restaurant, a separate lounge area, day care provision, and a special parking area.

The majority of schools (72%) did not provide any adult-student support services. Of the 20 schools that provided support services, 34 percent indicated that these services included guidance and remedial services, job placement, financial aid, and a full-time coordinator.

The administrators (80%) indicated having some type of course work and on-the-job experiences that enabled them to work with adult education. However, none of the administrators had had formal course work relating to intergenerational education. On-the-job experience was cited as the only education the administrators had related to this program.

The administrators expressed the need for information that would be helpful to the intergenerational programs in their schools. Comparative figures on hours, programs, and tuition were the areas of greatest need, followed by

materials for providing inservice education to faculty, selection and assessment of adults for admission purposes, funding sources for tuition, and the general experiences of other schools. A few administrators wanted advice on how to enforce attendance and disciplinary policies for adults. One administrator indicated a lack of knowledge regarding intergenerational programs.

Chapter 5

SUMMARY AND CONCLUSIONS

Introduction

The space currently available in secondary school classrooms in Pennsylvania is due partly to the decline in the secondary school age student population. Administrators are seeking innovative ways to utilize the available instructional space effectively and efficiently. In one approach, adults have been admitted to high school-level programs on a "space available" and tuition basis. This provides the vocational administrators in Pennsylvania with a new and valuable source of clientele and revenue for the existing secondary school-level vocational program. In addition, this program provides a new service to adults in the community. However, there is little-information on how best to approach intergenerational education in vocational classroom instruction.

Objectives of the Study

The general objective of the study was to assess the current status of intergenerational education in vocational education programs at the secondary school level. To accomplish this, the following research questions were formulated:

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1. What are the expressed personal and career-related reasons (goals and needs) for adults returning to the secondary school-level classroom?
2. What are the inhibiting and facilitating factors faced by adults in returning to the secondary school-level classroom?
3. What concerns are experienced by teachers and administrators who work in the intergenerational setting?
4. What issues arise from these concerns?
5. What school policies exist, or are needed, concerning the intergenerational educational setting?

The results provide information for vocational administrators and teachers who seek to implement or improve intergenerational vocational education. At present, there is little or no research in this area.

Methodology

The study specifically focused on the intergenerational vocational education program at the Altoona Area Vocational-Technical School (AAVTS). The information resulting from this case study of the AAVTS was further supplemented with information collected via a survey of Pennsylvania vocational administrators.

The first step in this investigation was to examine the adult population enrolled in secondary vocational programs at the Altoona Area Vocational-Technical School. Two instruments were developed by the researcher for this purpose. The first instrument was a survey completed by all adults who volunteered to be in this study. Forty-two of the 52 adults who had enrolled in the AAVTS participated in this study. The survey collected sociodemographic information and asked respondents to identify reasons for pursuing additional education. The second instrument was an in-depth interview schedule completed by a structured sample of 20 adults who provided in-depth information regarding the expressed personal and career-related reasons for pursuing further education as well as the inhibiting and facilitating factors faced by adults in returning to the secondary vocational classroom. As these interviews progressed, expressed outcomes, limitations, and unique items emerged. A panel of experts judged the content and face validity of both the survey and interview schedule. This panel included a principal, assistant principal, vocational director, adult education supervisor, associate professor of agriculture education, and associate professor of vocational education. Both surveys were also reviewed by an adult education class in a comprehensive high school.

The second step was to have the teachers currently teaching adults in the secondary school classroom at the

Altoona Area Vocational-Technical School complete a questionnaire. This questionnaire was also judged for content and face validity by the aforementioned panel of experts. This survey assessed the teachers' perceptions of the adults' goals and needs as well as the inhibiting and facilitating factors faced by adults when returning to the secondary school classroom.

The third step was to have members of the Pennsylvania Association of Vocational Administrators complete a questionnaire relating to administrative and policy issues in an intergenerational setting. The questionnaire was also judged for content and face validity by the panel of experts. Both the teacher survey and the administrative survey were reviewed by a class of educational administration students.

Hultgren (1989) observes that when engaged in the process of an interpretive inquiry, the task of the investigator is to look for themes that are not easily identified. In this study the themes that emerged were patterns of similiarities, dissimilarities, and unique items. The relationship of these patterns are reported in this chapter. Huberman and Miles (1984) reported this to be an important element of the data display phase for analyzing qualitative information.

The remaining portion of this chapter is divided into four sections: Section One--General Conclusions Regarding

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Similarities Among the Adults, Teachers, and Administrators; Section Two--General Conclusions Regarding Dissimilarities Among the Adults, Teachers, and Administrators; Section Three--General Conclusions Regarding Unique Items for Adults, Teachers, and Administrators; Section Four--Recommendations and Implications for Further Study.

Section One--General Conclusions Regarding Similarities Among Adults, Teachers, and Administrators

Expected Outcomes

Several personal and career-related goals were universally identified by adult students, teachers, and administrators. There was agreement that:

1. The adults wanted to make better lives for themselves and their families and believed they could accomplish this through education.
2. The adults developed positive self-esteem and transferred this positive self-esteem to the high school students.

The first universally identified conclusion was that adults wanted to make better lives for themselves and their families. This conclusion was reported in the writings of Hay (1978), Reece (1978), and Aslanian (1985). Aslanian (1985) indicated 56 percent of the adults involved in education did so to make career transitions. Career-related needs are the most frequent "triggering event" for adults

who are considering becoming actively involved in the pursuit of additional education. Aslanian, in summarizing information collected by The College Board's Office of Adult Learning Services (OALS), notes that the career triggers for adults pursuing additional education clearly include getting hired and getting promoted. This study confirmed these findings.

The adults in the AAVTS study, as a whole, were very motivated to change their employment status (90%). Several (25%) indicated that being on public assistance upset them because it demonstrated their lack of capability. All who had completed high school or received a G.E.D. believed further education was a way to improve their employment status as well as their self-esteem. Female adults indicated to this interviewer that they needed to talk to someone who had "made it." They were looking for role models in their lives. All of these females were single parents, struggling financially or on public assistance. As highlighted by Aslanian (1985), they intended to make a better life for themselves and their children. These adults (all female) understood that "welfare" was a program to help them temporarily. They did not want their children to grow up believing that the government "owed them" a check each month. They believe an individual owes him/herself self-respect by earning his or her own living.

Teachers of adults felt the adults had definite occupational goals when they entered the classroom. The adults knew what it was like to be in the "real world" and wanted to improve their employment status. This emphasis on employment-related goals led adults to utilize every minute of the educational day.

Administrators believed having adults in the secondary classroom helped to accomplish the adults' personal and career-related goals and served the training goals and needs of business and industry. According to administrators, adults provided a more realistic picture of the workplace.

Adults, teachers, and administrators corroborated Reece's (1978) and Aslanian's (1985) contentions that adults participate in further education in a "present frame of mind" and with a predominantly utilitarian orientation. As reported in prior writings, the adults at AAVTS were involved for a specific career-related purpose. One would expect this to be the case since the adults were enrolled in vocational education programs.

The second universal conclusion in the study was that adults believed that education would help them to accomplish their change in employment and lifestyle. Similar perceptions were reported by Aslanian (1985) who concluded that America has become a learning society with adults learning to become more successful at a specific endeavor.

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Of the 42 adult students who participated in this study, the majority (64%) were unemployed. The remainder were either employed full-time (14%), working part-time (10%), or homemakers (12%). A major adult student goal was to find a job (52%) with one student wanting to leave the state to accomplish his goal. Others had a specific occupation (24%) as their goal, while some (2%) wanted to further their education to achieve career goals.

All of the adults felt that their current education was the means to find "decent" employment or to further their education, which they viewed as critical to employment. They expressed a desire for a change in lifestyle for themselves and for their children.

The adults indicated that their additional education had opened up a whole new world--"The possibilities are great." They felt that they could do anything. One young man now feels "more like Nostradamus concerning his future instead of waiting till the future is upon him." Their attitude was upbeat and positive no matter what their gender or age was. The adults reflected a positive, "I'm in charge of my life" attitude. They were viewing themselves as more self-directed individuals as a result of their educational experience.

Adults gave a great deal of credit to their current teacher for their educational experience and for helping them accomplish their objectives. One female parent, who

does not live with her children, indicated that her "support system" was at school and was led by her teacher. Adults supported the way the teacher worked with them and participation (attendance) was high. These adults assigned a generally positive value to the educational system and education personnel. This probably reflects a more positive attitude toward education than they had as high school-aged students. The adults now view education as having a direct, personal, utilitarian value.

Teachers noted that the adults were in school to learn and realized that their vocational outcome depended on school success. They (adults) were more aware of what is important and worked harder than the high school students. They served as role models for the high school students. The adults studied each night, attendance problems were rare, and they learned at a faster pace. The teachers (100%) believed that the secondary students accepted the adults in the classroom and that the variety in ages gave a reality to the classroom similar to that of the world of work.

Administrators (90%) report that they either want to have or already have adults in their schools' secondary vocational classrooms. They view the adults as extremely positive about their education; because of this positive attitude, adults have a direct motivational influence on their institutions. One administrator states that the "mix

of adults and high school students provides a more realistic picture of the workplace." Administrators felt that the adults have a sense of their current status and where they want to be several years in the future. According to administrators, adults believe that their education will enable them to progress toward their future goals.

The third universal conclusion of the study was that adults developed a more positive self-esteem, and this self-esteem had an impact on the high school students. Penland (1985), in discussing how to encourage adults' performance and achievement, suggests that adults develop a sense of greater self-enhancement.

Among the 20 adults interviewed, improvement of general self-esteem was a common theme (70%). One student needed this experience to "prove she could become a licensed practical nurse." Another student was using this experience as "a stepping stone" to more education: "I wanted to see if I could do this!" Grades were cited as extremely important (75%). Studying hard was a primary goal. "In high school, I was a terrible student and now I am making the honor roll." In another area a student noted: "I took out my drawings from high school and compared them to my drawing now - what a difference! I was thrilled!" These representative comments show that self-esteem (or proving self-worth) was typically reflected in perceived educational success or anticipated occupational attainment.

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The adults' self-esteem was reflected in their perceptions of being role models for the high school students. "I feel like a second teacher," one commented. The majority of the adults (71%) indicated offering advice or helping the high school students. One adult talked to the brother of a high school student who had dropped out of school and convinced the brother to return to school. Adults felt they often helped the students when the teacher was not available. Their enhanced self-esteem is further reflected in their positive feeling or perception that other people value them and have requested their assistance either directly or indirectly.

The majority of the teachers (93%) expressed the belief that adults were a positive influence in the classroom. The general attitude of the teachers was that of excitement. One teacher felt that adults gave the perspective of the "real world." Reece (1978) and Penland (1985) recognize the diversity of experientially rich backgrounds brought by adults to the classroom as a positive element for the teacher to use in designing and delivering instruction. Several teachers witnessed adults "helping to teach" the high school students. While adults "lend an atmosphere of maturity," they also have a "calming effect" on the class. High school students watch the adults utilizing every minute of the educational day, and often try to emulate them.

The administrators observed that the adults not only motivated but also effected a higher level of maturity on the high school students while showing them the value of education. Disciplinary problems decreased in classes in which adults were enrolled, according to the administrators.

The general conclusions of this study were consistent with the adult education research on the general assumptions of andragogy.

Knowles (1970) states:

> There are four critical assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. These assumptions are that, as a person matures, (1) his self concept moves from one of being a dependent personality toward one of being a self-directed human being; (2) he accumulates a growing reservoir of experience that becomes an increasing source for learning; (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Initial Concerns

Two concerns were universally identified by adults, administrators, and teachers in this study as inhibiting factors in the intergenerational setting. These were:

1. Funding sources to provide tuition for the adults; and
2. Ability to be successful in this program.

The first concern, funding sources, was expressed both by the adults and the administrators. Teachers were aware of the concerns regarding financing, but did not have direct involvement in this situation.

The major concern among the adults in the intergenerational study was obtaining money for tuition costs (42%). Various funding support sources were used by adults, with sources primarily originating as a result of interviews at the employment office. Each agency providing financial assistance was contacted by the administration of the Altoona Vocational-Technical School, who were appraised of available sources.

Administrators were directly involved in obtaining funding sources. Administrators assisting in this research requested information on how to help adults obtain funding. Transier (1985) provides support for the concern related to funding, and reflects the administrators' viewpoints most directly. He notes that on the surface a case could be made for the existence of substantial funding for continuing education programs. In reality, there is little direct funding (p. 141). Daymont (1985) reports that the Manpower Development and Training Act of 1962 marked the beginning of Federal funding for occupational training for adults. The Job Training-Partnership Act (JTPA) of 1982 most recently has continued Federal support for the occupationally-oriented training of adults. Transier and Daymont (1980),

in noting the availability of Federal and state funding for adult occupationally-oriented education, indicate that the current financial concerns for elementary and secondary school education will not result in a massive influx of funds for adult education. The concern expressed by adults and administrators regarding the availability of financial support will no doubt continue.

The second inhibiting factor is related to the adults' ability to do the work; the teachers' ability to teach adults; and the creation of an educational atmosphere wherein the adult student, high school student, and teacher work together effectively.

Adults indicated that the technology in today's classroom was frightening to them. The fact that computers may be accepted and commonplace in a high school student's world but not necessarily in the adult world was expressed by several students. They believed they would need individualized instruction and hoped it would be available. They were afraid of "falling behind" the high school students.

Teachers were concerned about the adult students' perceptions of them. They were concerned that they would have to change their teaching methods. They expressed concerns about having five levels (grades 9,10,11, and 12, and adults) in their classrooms and the possible need for change. Both the adults' and teachers' universal initial

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concern did indeed present a problem. This is discussed in the inhibiting factors of this chapter (p. 82).

Administrators feared that adults would not adapt to the secondary-vocational classroom. Concern was expressed that the "ages" would not mix and thus would present problems. This in reality was not a problem. In fact, the adults and high school students worked together extremely well. The blend gave a more "realistic workplace setting," as expressed by many teachers. Administrators also voiced concern that the adults would bring "adult problems" (divorce, unemployment, etc.) into the classroom. Although adults did share their problems with high school students, it was done in a positive manner. "Life experiences" shared with students helped high school students see the need to remain in school, establish realistic goals, and plan to accomplish these goals.

In conclusion, except for the teaching strategies, the initial concerns were unwarranted. However, it must be noted that there was an overall positive attitude at the case study site of being able to "make this work." Obstacles to the intergenerational program were viewed as challenges rather than problems by the adults, teachers, and administrators.

Inhibiting Factors

One universal inhibiting factor was expressed by the adults, teachers, and administrators in the intergenerational setting: adults need to be taught differently from high school students.

Krajac (1989) observed that the integration of education with the activities or the characteristics of adult learners requires specific methods of teaching. Brunner (1959) and Rogers (1986) identified similar common characteristics of adults that must be addressed in adult education. Rogers (1977) believed that educators must teach realistic and relevant material because of the unique characteristics of adults.

Although all of the adults indicated that the high school students could be "nerve wracking" at times, the high school students did not hinder their education. The adults generally viewed the high school students (especially 9th graders) as immature and lacking self-discipline and self-motivation. High school students cannot envision themselves realistically five years from now, because they have a very narrow focus. Several adults (25%) indicated that the 9th grade students were "more difficult to deal with" as opposed to the 10th, 11th, and 12th graders. Intergenerational education appeared to be more effective when the high school students began to mature. The span of ages between a 14-year old and the median adult age of 32 years appears to

present some difficulty in an intergenerational program. One (adult) student expressed the belief that the 11th and 12th grade students are "into it." They want to learn. The younger ones (9th grade students) don't seem to be ready yet. They don't take it seriously. As Barr (1967) said: "It confuses the sprouting adolescent to wake up every morning in a new body" (p. 10). Considering this, a lack of focus on the part of the younger high school students is easily understood.

However, the physical, social, and personality development of both adults and high school students, as well as their chronological age, must be considered. Adolescence begins at age 12 or 13 and ends in the late teens or early 20s. It is easier to determine when childhood ends than to decide when adulthood arrives. The first passage is heralded by unmistakable bodily changes; the second follows various socially defined developments. According to Papalia (1989): "Some people never leave adolescence, no matter what their chronological age" (p. 344). In summary, human development must also be considered with chronological age. This writer did not investigate the perceptions of the high school students in this study. It must be noted that not all vocational school settings have 9th grade students enrolled in vocational education. This report is somewhat unique to this case study site.

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Some adults (15%) indicated a desire to have more theory-oriented classes. Those who indicated a desire for more theory were on the same lesson plan as the high school students. They believed they could learn more if they were on a separate lesson plan. The adults were somewhat frustrated that they "have to work with kids at their pace so you can't progress as fast." "I feel I could go a lot further," explained one adult. Adult students in a class that was on a separate lesson plan claim it gets hectic but that each level of student (grades 9, 10,11, and 12, and adult) can do well. The adults want to be challenged. As one adult expressed, "We want more depth in our education, so the teacher comes each day with a lesson plan for each grade level."

The major inhibiting factor expressed by the teachers (80%) was the presence of multiple grade levels (9,10,11, and 12, and adults) in one class. These teachers felt "overwhelmed" by trying to teach these varied levels. One teacher said, "I need to spend more time with the adults; I feel guilty that I don't." "Adults learn fast - high school students slow you down," was indicated by another teacher. Class size must be taken into consideration. Five levels in a class population of 10 students may not be a problem but would be in a class with 27 students.

In conclusion, the adult learner differs from the child learner. To have a realistic adult education program,

administrators and the adult educator must address the aforementioned differences. In the intergenerational-vocational program setting, this places an additional external factor on the vocational teacher. The teacher must have inservice on the differences between the pedagogical and andragogical needs of the students.

Section Two--General Conclusions Regarding the Dissimilarities Among the Adults, Teachers, and Administrators

One major dissimilarity was expressed by the two special needs students who were hearing-impaired. The special needs students did not seem to adjust to the intergenerational program as well as the other adult students.

The two special needs students expressed most of the negative opinions about the high school students. They indicated anger with the high school students' behavior and believed the younger high school students needed more education concerning the handicapped. Although they felt the students' behavior was caused somewhat by curiosity concerning sign language, nevertheless, the adult students were embarrassed by their treatment. These special needs students had an interpreter provided by the Office of Vocational Rehabilitation. They had previously been educated in a school for the deaf. This was their first

experience in recent years with hearing individuals. They felt the high school students were immature and distracted from their learning.

Travis (1985) notes that vocational adult educators "must acknowledge the learner's status as an adult, while making necessary allowances for the disabling condition" (p. 232). Travis reports that 2.2 percent of the students in postsecondary education in area vocational centers are disabled. One possible explanation "for the low rate of participation by disabled adults in vocational education may be that disabled adults fear that if they return to vocational education they will be treated as children" (p. 236). Vocational educators who teach adult disabled students need to "go beyond their understanding of adult education and know something about the impact of a disability on an adult. . . . It is the uniqueness of these individuals as adults that presents the greatest challenge, and the greatest opportunity to adult educators," according to Travis (p. 236).

Section Three--General Conclusions Regarding the Unique Factors for Adults, Teachers, and Administrators

Several unique factors surfaced from each group.

Adults

Three unique responses emerged from the adults as opposed to those from teachers and administrators. The

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unique responses expressed by the adults centered on returning to the classroom, the advantages of going to school with high school students, and whether they would recommend this program to other adults.

The reasons for returning to school were varied. In general, a life change brought the adults back to school seeking employment skills. Many wanted to upgrade employment (29%) via advanced training. Divorce and remarriage (24%) necessitated a desire to change their employment status. Losing their current job (14%) caused some adults to seek further training. Injury on the job (10%) made employment change necessary for several adults. These reasons correspond to Aslanian's (1985) perception that life transitions prompt adults to seek further education. Other adults (14%) wanted to earn more money to bring about realistic goals.

The perceived advantages of going to school with high school students varied: "They make you feel young" (24%); "They keep you going and laughing" (15%). The adults (43%) indicated that the high school students helped them in their education, most often with computers and complicated equipment. The adults did have some fear of "the high technology"; high school students in this case became valued resources.

It should also be noted that although adults and high school students have a great deal of contact during the

school day, none of the adults socialized with the students outside of class.

All of the adults would recommend this program to other adults. They believe the teacher is the key to a good program and the teachers are excellent. They were in awe of the teachers' technical knowledge as well as their ability to impart this knowledge to others and to deal with "rowdy" high school students. Comments such as "my teacher is the best" or "I have the ultimate respect for my teacher" were commonplace.

Teachers

Unique concerns of teachers included discipline procedures and policies, lesson planning, need for inservice, and feedback from adults.

The majority of the teachers (75%) indicated not having disciplinary incidents to date which involved adult students. For those teachers who did indicate a disciplinary problem (25%), the situation was either handled the same as they would have handled a problem with an adolescent or they called all the adults together and addressed the problem. In one situation, both the adult and the high school student were suspended for three days, and returned. None of the teachers indicated "special" policies for discipline procedures.

Most teachers (75%) indicated having to plan their lessons differently for adults. Many (81%) believed that

adults had different incentives for learning. Other teachers (12%) believed incentives for adults and students were the same. Reece (1978) contends that incentives for adults' learning differ from those for secondary school students. The remaining teachers (7%) expressed the belief that adults did not need incentives, because they were self-motivated. Reece (1978) argues in regard to planning lessons that the components of the lesson are the same for high school and adult students. However, the delivery of that plan needs to be modified to reflect the unique learning needs of adult learners.

Fifty percent of the teachers expressed a need for training or information regarding the teaching of adults. Teachers cited the need for workshops on the following topics: teaching adults, teaching various levels in one classroom, and training on job placement. One teacher expressed a need for "small group meetings with adults to see if we are meeting their needs because adults are reluctant to speak in large groups." This would help teachers receive feedback from the adults in an open, constructive manner. Others wanted information on the adults' backgrounds or their financial support system.

Administrators

Concerns unique to administrators included responses related to inservice education, school policies, facilities for adults, support services for adults, personal

educational experience, and the need for more information on intergenerational education.

Administrators reported very little inservice education about the teaching of adults. Of the schools that have adults in the secondary classroom, the majority of administrators (68%) indicated not providing inservice education for their teachers related to the teaching of the adult learner. Some administrators (4%) indicated that they "somewhat" provided inservice training. Only 20 percent provide inservice training for the teachers in their intergenerational program.

Policies specific to adult students in the intergenerational setting represent a mixture of information unique to each school. In many cases, policy and regulations for adults continue those for secondary school students. Specific policies concerning adults were reported in 49 percent of the schools. The majority of these schools (35%) had policies on discipline, tuition, and attendance. Some schools (24%) had admission policies. Other policies specific for adults in schools (1%) were related to drugs and alcohol, appearance, smoking, fraternization with students, and dismissal. Of the participating schools, 51 percent did not have specific policies for adults.

The majority of the schools (82%) did not have special facilities for adult students. Of those schools that indicated special facilities (18%), the examples included

use of the staff restaurant, separate lounge area, day care, and a special parking area.

A limited number of support services are provided to adult students. The majority of schools (66%) did not provide any support services. Of the schools that provided support services, 34 percent indicated that these services included guidance and remedial services, job placement, financial aid, and a full-time coordinator. Kiss and Taibi (1985) emphasize the need for agencies to provide the support services needed by adults. Within the JTPA (1982), financial provisions are made for local agencies to provide support services; such as assessment and counseling services for adults. No assessment was made in this study relative to providing ancillary services such as day care, needs-based payment, or transportation.

Administrators generally had no formal preparation relative to adult education. The administrators (80%) indicated some type of course work and on-the-job experience that enabled them to work with adult education. However, none of the administrators had course work involving intergenerational education. On-the-job experience was cited as the only education the administrators had in intergenerational education.

Administrators, as well as teachers, need program-related information. The administrators expressed the need for various types of information that would be helpful to

the intergenerational program in their schools. Comparative figures on hours, types of programs, and tuition (financial arrangements) were the areas of greatest need. In addition, they wanted materials with which to inservice staff; information on support services, such as selection and assessment of adults for admission purposes; potential funding sources for tuition; and the experiences of other schools. A few administrators wanted advice on how to enforce attendance and disciplinary policies for adults. One administrator indicated a lack of knowledge regarding intergenerational programs.

In summary, the unique items provide an overall view of a program in implementation status. Illuminating who the adults are and why they chose this intergenerational program is helpful to administrators as they collaborate with other community agencies in meeting adults' needs. Understanding the special needs of these adults within an educational system primarily designed for adolescents is helpful for the educator in the secondary-vocational classroom.

Section Four--Implications and Recommendations

One of the values of research is the utility of the findings at a practical level. What are the findings' implications for vocational-technical school administrators and teachers who want to implement and/or improve an intergenerational program?

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1. It is recommended that personnel in vocational education who are considering the implementation of intergenerational programs communicate to the community the positive influence of adults and secondary school age youth on one another in the intergenerational setting. Adult students may serve as positive role models for youth. The communication between personnel should enhance the development of a supportive atmosphere conducive to eliciting the dedication and commitment necessary for an effective intergenerational program. The findings indicated that the adults are an asset to the secondary vocational classroom. They are self-motivated and have realistic personal and occupational goals. The adults assign a positive value to education as a means to accomplish these goals. Their "life experiences" are brought to the classroom and help high school students see the "real world" outside the school walls. The adults are positive role models for high school students. They are diligent workers, utilize their educational time wisely, and seldom miss school. Students can see the results of this and emulate the adults. Adults lend an air of maturity and bring strong work values to the classroom.

Csikszentmihalyi and Larson (1984) report that high school students spend more than half of their working hours with other teenagers. Only 5 percent of their time was spent with one or both parents. Paramount is the impact that the intergenerational classroom can have on influencing and being influenced by the peer group of high school students. In addition, the adult students may enhance their present or potential parenting skills. As difficult as it may be to take on the role of parent, sustaining it is even more demanding (Miller and Myers-Walls, 1983). The intergenerational classroom offers adult students experience with high school students that possibly will impact on their (adults) own families.

2. Adequate support services are a requisite for the effective operation of intergenerational education. This support, such as the testing, interviewing, screening, and guidance services found at the Altoona Area Vocational-Technical School, helped to provide the intergenerational classroom with adults who served as the positive role models found in this site. From the adult students' perspective, the support services provide information which contributes to more informed career and educational choices.

3. It is recommended that personnel considering the establishment of intergenerational programs examine the availability of ancillary services for adults. The provisions of ancillary services such as child care, transportation, and financial assistance may be critical to potential adult enrollees who are often single parents. In this study most adult students received financial assistance. Vocational administrators must develop linkages with other agencies relative to ancillary services.
4. It is recommended that teachers, the key element in the successful operation of intergenerational programs, be provided with appropriate professional development support to ensure that the intergenerational program operates at an optimum level. Staff development programs must focus not only on teaching adults but also with helping them to develop an understanding of the needs of special adult populations. The teacher has a tremendous influence on the success or failure of incorporating the adult into the secondary classroom. The cooperation of both the faculty and the administration is essential to a successful program. Through their experiences with adults, teachers in this study soon discovered that adults "learn differently." Teachers and administrators

must understand the andragogical approach to teaching and learning.

5. Serious consideration should be given to the age level of the high school students who are to be "mixed" with adults as well as the maturity level of both the adult and high school student. The study findings indicate that the wider the age span is, the more difficult interpersonal relationships become. For example, the adults had a more desirable relationship with the older students (10,11, and 12th graders) as opposed to the younger students (9th graders). More socialization occurred with the older students. Again, the teacher has a great impact on the success of this socialization.
6. As adults are incorporated into the secondary school vocational program, consideration should be given to providing adults with a lounge of their own. The findings indicate the desire by adult students to have a facility of their own in which to have a cup of coffee or a soda during lunch.
7. School personnel need to examine policies, guidelines, and regulations relating to intergenerational education. The findings of this study suggest that there is little policy concerning intergenerational education in

vocational schools in Pennsylvania. Policy exists primarily in areas relating to tuition (35%) and attendance (28%). This researcher believes that adult student-related policy should be implemented on an "as needed" basis.

8. The findings indicate that the incorporation of adults into the secondary classroom at the Altoona Area Vocational-Technical School and other schools across the state was met with concerns and skepticism by faculty. However, the concerns were addressed and proved unfounded. This is a viable program to meet the training needs of business and industry and to meet the educational, career, and personal needs of adults. Vocational education can assume a significant role in helping school systems provide relevant education and services to local communities.

Recommendations for Future Research

According to Daines (1989), "it is easy, but perhaps too glib to say hermeneutic inquiry is a search for understanding" (p. 69). This researcher found that as she began to understand the adults' experience in intergenerational education, more questions began to surface. Consequently, based on the findings and conclusions of this

study, the following recommendations for further research are made.

1. A comprehensive study should be undertaken that focuses on the teachers of intergenerational education in secondary-vocational classes to identify the strategies used by successful teachers in intergenerational settings and the specific inservice needs that should be addressed for teachers.
2. A comprehensive case study should be undertaken of special needs students and their educational goals and needs to determine how to improve their adjustment into an intergenerational program.
3. A comprehensive study should be undertaken of the high school students and their goals, needs, and feelings concerning intergenerational education.
4. More observations of subjects (adults and high school students) in the classrooms and possibly the cafeteria should occur to develop a deeper understanding of social relationships that would more fully interpret the meaning of this experience. According to Jax (1989), an interpretive researcher takes "a holistic approach and looks for emergent patterns from which to make interpretation" (p. 65). This can be accomplished through methodology other than the interview.

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Appendix A

SURVEY INSTRUMENTS

Program in which you are enrolled:_____

Social Security Number (last four digits): _____

Dear Adult Student:

At present I am studying the adults in the secondary classrooms. This study would provide valuable information to school districts enabling the improvement of programs for adults. I appreciate your time and effort.

Janette D. Kelly

Please check appropriate space:

1. _____ Male

   _____ Female

2. Marital status: _____ Single

   _____ Married

   _____ Divorced

   _____ Widowed

3. How did you first learn of our adult classes?

   _____ Radio

   _____ Television

   _____ Called school office

   _____ Word of mouth

   Newspaper: _____ Altoona Mirror

   _____ Shoppers Guide

   _____ Other (indicate) _____

   Women Aware _____

   OVR _____

Other (cont.)

JTPA _____
Attended Before _____
Career Day _____
Seminar _____
EFNET _____
Project Change _____
Family & Children
Youth Services _____

4. What is your present employment status?

_____ employed (If yes, current occupation)

Park Hills Theatre _____
Mary Kay Consultant _____
Clerk _____

_____ unemployed

_____ working part-time

_____ homemaker

5. Education: highest grade completed

_____ less than high school grad

_____ high school grad

_____ GED

_____ college (years 1 yr. - 2 yr.)

_____ nursing school

_____ technical school

_____ apprenticeship

_____ business school

6. Age:

_____ 16-20

_____ 21-26

_____ 27-32

Age (cont.)

_____ 33-38

_____ 39-44

_____ 45-50

_____ 51-56

_____ 57-65

_____ 66 and above

7. Why did you decide to further your education?

_____ job advancement

_____ special interest

_____ upgrading/retraining

_____ required by employer

_____ desire employment change

8. Why did you choose the vocational-technical school?

_____ cost

_____ had the program I wanted

_____ location

_____ hours

_____ other - indicate _____

3 yr. program in 1 yr. _____
Young people _____
TRA _____
Best teacher _____

9. What do you want to do at the end of this year?

Dental Asst. _____
Medical Asst. _____
Electrical Field _____
Design Field _____
Drafting _____
Get job _____

(cont.)

College _____
Work hospital/dr.'s office _____
Not sure _____
Start apprenticeship _____

After 3-4 years?

Work another state _____
Hygiene school _____
Dental hygiene _____
Further education _____
Job _____
Assoc. degree _____
Married _____
Family _____
Money _____
LPN _____
Auto _____
Settle down _____
Start own business _____

10. What was your greatest concern entering this program?

_____ returning to the classroom

_____ being with teenagers

_____ would not be able to do the work

_____ no major concern

_____ other (explain)

Day care _____
Distance travel _____
Not explained _____

11. Are you receiving any financial aid for attending this program?

_____ No

_____ Yes (If yes, from whom

Welfare	_____
SPOC	_____
Project change	_____
JTPA	_____
TRA	_____
Workmens comp.	_____
OVR	_____
Adult ed.	_____
VA	_____
State grant	_____

Teachers:

As you know, I am exploring the intergenerational setting in a secondary vocational classroom. I am interested to discover what concerns/issues teachers experience in working with the intergenerational setting.

1. First, how many years have you been a teacher _____?
   a. In different roles:
      -teaching adults and adolescents in one classroom
      _____
      -teaching adults alone
      _____
      -teaching adolescents alone
      _____
   b. Total years teaching at the AAVTS
      _____
2. When it was announced that adults were to be in your classroom did you _____?
   a. have input into that decision
      _____
      (if yes, how)
      _____
      _____

b. receive special support _____

(if yes, what)

_____

_____

c. inservice education on the teaching of adults

_____ (if so - how, when_____)

_____

_____

d. have concerns _____

(if so - what were the concerns?)

_____

_____

e. What was your general reaction at first?

_____

_____

3. Have you had a discipline or critical incident with an adult in your classroom? _____

If yes,

-Did you handle the situation with the adult different from an adolescent? _____

(if yes - how and why?) _____

_____

_____

-Was there a policy on this situation with a special emphasis on an adult in the secondary classroom?

_____

4. Is your lesson preparation different for an adult as opposed to a teenager? _____

5. Are the incentives you use to promote learning the same for adults and teenagers? _____

6. What is the greatest plus concerning having adults in your classroom? _____

_____

7. What are the negative aspects of teaching adults and high school students together? _____

_____

_____

8. Do adults approach their education differently from younger students? _____

(if yes, how) _____

_____

9. In your opinion, do the secondary students accept the adults in the classroom? _____

10. What specific type of training or information would you like to have to help you deal with intergenerational students better? _____

_____

_____

Administrators:

I am studying adults in the secondary classroom (intergenerational education). I am especially interested in discovering what are the concerns/issues administrators face. When dealing with this type of educational program.

1. Do you have adults enrolled in your secondary vocational programs? _____

   If answer to #1 is yes, answer #2.

2. How did you recruit these adults?

   newspaper ads _____

   phone calls _____

   word of mouth _____

   radio/TV _____

3. Did you inservice teachers on the topic of adult learning before the teachers began teaching adults?

   _____

4. Do you have any policy specifically concerning adults in the secondary classroom? _____

   For example: discipline, tuition, attendance.

   (if yes - what topics?)

   _____

   _____

5. Would you like to have adults enroll in the secondary classroom? _____ If so, why?

   _____

If not, why not? _____

_____

6. What do you feel are the concerns of intergenerational education? _____

_____

Positive aspects _____

_____

7. Do you have special facilities specifically for adults?

_____

_____

8. Do you have support services specifically for the adult? _____ If yes, explain.

_____

_____

_____

9. What do you see advantages/disadvantages of having adults in your school? _____

_____

_____

10. Did you have any course work or any on the job experiences which prepared you to deal with adults?

_____

_____

Intergenerational education?

_____

_____

11. What information would you most need in order to help you and your school deal with intergenerational education more effectively?

_____

_____

_____

Appendix B

CASE STUDY

Adults:

As you know, I am studying adults in a secondary vocational classroom. I am interested in exploring your special needs in this program, as well as, your concerns/issues that you have regarding the intergenerational setting.

1. What are the reasons for returning to the secondary classroom?

   personal _____

   career related _____

2. What concerns did you have? _____

   _____

   Are they still concerns? _____

   _____

3. What are the advantages of going to school with high school students?

   _____

   _____

   _____

   What are the disadvantages? _____

   _____

   _____

4. What has the experience of going to school with high school students been like for you? _____

_____

_____

If you were going to write a letter to a friend, how would you describe the experience?

_____

_____

_____

How much interaction do you have with the high school students? _____

_____

_____

If you can remember, compare what it is like for you to be in school now with what it was like for you as a high school student. _____

_____

_____

What reactions did your spouse, children, friends have to you returning to school? _____

_____

_____

5. What is the most negative situation you have encountered concerning your education to date?

_____

_____

6. What is the most positive situation you have experienced to date? _____

_____

7. Would you recommend this program to other adults? ____

Why? _____

_____

8. What changes, if any, would you suggest be made in this school to better accommodate intergenerational education?

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#1 - 8220

Background Information

The client is 18 years of age and just graduated from high school last year. He worked on a farm, but the owner sold the farm and as a result the client lost his job. The client enjoyed high school and especially his industrial arts experience. He also excelled in math which is a big asset in cabinet-making class. He attended a comprehensive high school in the academic track. To finance his education he holds a job in the evening. He is sure he will be able to find employment in the cabinet-making field; however, he is considering taking carpentry here next year. He drives 50 miles per day to attend the intergenerational program. He chose the vo-tech because of cost, location, and program selection.

Classroom Experience

The client is the only adult in his cabinet-making class. He is close in age to the students, and he doesn't believe other students impede his education. He does note that there are more discipline problems here in Altoona as compared to the rural school he attended. He often gives the high school students advice; even though he is close to their age, the high school students consider him an "adult." The client is highly motivated and rarely misses school. He would like to have more theory. He is also considering taking a course in carpentry as this would enable him to be a better cabinet maker. He would like to have a room in which adults could meet or eat lunch although eating in the cafeteria is not a problem. He considers his experience here exciting and more enjoyable than his high school experience.

Summary and Conclusion

This client is highly motivated to receive enough skills to have a job he enjoys. Academic pursuits excite him as he was in the academic track in high school. Going to school with high school students has not been a problem. High school students often seek him out for advice, and he happily will help them. Discipline seems to be more of a problem than in his rural comprehensive high school, but he is more concerned about the high school students' negative attitudes. He keeps a sense of humor and a positive attitude to help counteract this problem. The client is considering a carpentry course to round out his skills. He holds a job at night to finance this education. He highly recommends this program to other adults.

#2 - 7855

Background Information

The client is between 16-20 years of age. He is unmarried and works in the field of drafting and engineering. He just graduated last year and discovered he needed more education if he intended to advance in the field. This program was less expensive than going to the Pittsburgh Technical Institute and it was also closer. He was concerned that this school would give him the right program, and he was also concerned about being with high school students. He just graduated and really wasn't sure that he wanted to enter that atmosphere again. Neither of these items are a concern at present.

The client took auto shop and business courses in high school as well as drafting courses. He attended a comprehensive high school. He was disappointed that he only got as far as basic math. He feels this is a real disadvantage for him today.

Classroom Experience

The client is very positive about his classroom experience although he feels the class is too large. There are approximately 30 students with 5 adults and there isn't room to move. He doesn't feel the high school students impede his education although they are noisy and don't show enough respect for their elders. They tend to be showy and bossy. He doesn't enjoy eating in the cafeteria and after lunch returns to the classroom to work.

Summary and Conclusion

This client is highly motivated to have the skills and education to obtain a good job. The high school students, although noisy and immature, do not impede his education. He feels he has met many new people which has added to his experience. He drives 45 minutes one way to get here and rarely misses school. He was introduced to his field in high school but wishes he had had more math courses. He is excited about the future and knows he will do well. He would highly recommend this program to other adults.

#3 - 5676

Background Information

This client is between 16-20 years of age. He is unmarried with two children and would like to get married in the near future. His girlfriend recently has had a baby. He broke his leg a year ago and was incapacitated. He later returned to work. The client was worried about finding a better job and discovered JPTA would fund his education to re-train for another occupation. He was interested in machine shop in high school, but his parents divorced and he moved to Altoona. He was caught between programs so he took business courses which he didn't care for at that time. He believes he may have stayed in school if he had had the "right" vocational course.

Classroom Experience

The client is very happy with his classroom experience. He feels the 9th grade students can interfere at times but it does not hinder his education. The high school students often seek him out for advice, and he's happy to give advice. He counseled a student from quitting school because he knows what is out there in the job market for high school dropouts is not good! He now feels there is at least a chance for a good job. He's a little nervous about the machines in the industry being more modern than those he is being trained with in the classroom. But he feels he's flexible and will adjust because he had to learn many machines in the shoe factory. He hopes to receive some co-op experience. He has no suggestions to change the classroom experience other than to upgrade equipment. He understands why he can't smoke in school but wishes he had a place to get a cup of coffee at lunch. He wishes he would have had more math in high school. He suggests that the machine shop have a good mathematics text.

Summary and Conclusion

This client is highly motivated to find a good paying job. He wants to marry, buy a house, and support his family. He chose machine shop because he was always interested in the area, and he believes there is a demand for trained machinists here in Altoona. This client can't seem to learn enough. He works on his own and studies at home. He wants to change his present financial situation.

#4 - 5924

Background Information

The client is between 21-26 years of age. She graduated from high school in the academic program and had a good experience in high school. She enrolled to receive an education and improve her job possibilities. She is receiving funding from JTPA. She is confident that her teacher will help her find employment in this field. She chose the vo-tech to receive her education because it was close to her home and had the program she wanted.

Classroom Experience

The client's classroom experience is fast-paced and exciting. The adults are in a separate lesson plan although she does have the opportunity to interact with the high school students during practice. She feels the 11th and 12th grade students are there to learn but questions why the younger students are there--especially the 9th graders. They don't take their education seriously, although the high school students do not impede the client's education. The students seldom seek the adults out for advice, usually because they are on individualized lesson plans. She had a good background in math and science in her academic courses in high school.

Her only suggestion would be to have a microwave and a place adults can eat lunch. She does not, however, mind eating in the cafeteria.

Summary and Conclusion

This client enjoyed high school and was in the academic track. However, she wanted to further her education by obtaining the skills needed for a good job. She wants to be more than a cashier. She is highly motivated and feels she will have a good job in the future. Her teacher is her best help in accomplishing that employment goal.

The client enjoys being with high school students but does not have a great deal of interaction with them. She is very positive about her experience here and would recommend it to other adults. She is excited about her clinical experience which begins in April and wants to finish and get on with her life.

#5 - 2028

Background Information

The client is between 21-26 years of age. She is married and has one child. Her husband is not working now so child care is not an issue. She was happy in high school and had a combination of academic and distributive education but discovered she could only find a job as a clerk at Penney's. She has a strong desire to have a career where she can work with people. Here, she could receive her education in one year as opposed to two years at other schools. She may even go on to nursing school someday. Her family and friends are very supportive, and she works hard to obtain the good grades she has at present. She is proud of her accomplishments.

Classroom Experience

Her classes are stimulating and very fast-paced. The adults are on a separate lesson plan which is accelerated as compared to the high school students. Her experience with the high school students is not negative, but the client shows concern for their poor attitudes toward their education. She has a little interaction with the high school students but nothing on a personal level to date. She feels confident she will find a job at the end of the program. Her teacher told her that they have a 100% placement rate. She's nervous but very anxious to move forward at this point.

She would highly recommend this program to other adults and has no suggestions except possibly a place for adults to converse in other than the cafeteria.

Summary and Conclusion

The client is highly motivated to have a job which deals with the care of other people. Her academic background was adequate, and she enjoyed going to high school. She has a strong desire to make her work "count" for something and is willing to study late (after her 5-year old goes to bed) to accomplish this. She has no problems with attending classes with high school students and has very little interaction on a whole with them since they are on a separate lesson plan. She feels confident she will obtain a job and is looking forward to the future.

#6 - 0677

Background Information

The client is between 33-38 years of age and is divorced with three children. The divorce was a turning point in her life which gave her the initiative to receive her GED. After accomplishing the GED, she entered Project Change (a program for adults in a transitional stage of life) at Altoona Area Vocational Technical School. This program enabled her to look at employment options that are available here in Blair County. She chose the drafting & design field because she scored high in this area in tests administered through Project Change. The vocational staff also believed there were job opportunities in this area. The client was quite concerned about how to pay for any further training. She is receiving assistance and is primarily responsible for the support of herself and her children. The staff in Project Change helped her receive funding through JPTA. The student took some business and lower level math in high school. She believes she would have benefited from a vocational program and higher math. It may have been a factor in keeping her in school although she was pregnant, and that was the deciding factor.

Classroom Experience

The client sees no disadvantages to attending classes with high school students. She feels students have more freedom today and the educational pace is much quicker. She believes the high school students have few fears concerning new concepts. For example, computers are a challenge and not a problem. The client felt adults are not as willing to accomplish new concepts such as the computer. However, a positive note is that she often asks the high school students for help, and they respond willingly. She believes she has a positive effect on students because her life experiences can be a factor when students ask for advice. The client believes she is learning a great deal; however, she would benefit from more formal instruction. Students and adults are being taught from the same lesson plan. This creates anxiety for the client because the students have more background. Being handed a book and told to learn a concept can be most difficult and frustrating. Her suggestion was that the adults need extra instruction.

Summary and Conclusion

This client experienced a traumatic situation (a divorce) that forced her to make changes in her lifestyle. She wants a decent paying job that would enable her to stop receiving assistance. She feels she has disappointed her

family (siblings and parents) by quitting school and getting married. She also wants to change their impression of her. At present the intergenerational program in drafting and design is the means to an end a decent paying job. Her friends were shocked that she returned to the vo-tech, but her family is proud that she is getting her life together. She is optimistic and anticipates a brighter future. Her major advice to improve the program is to have more formal instruction. She would recommend this program to other adults.

#7 - 4489

Background Information

The client is between 21-26 years of age. She did not finish high school; however, she has a strong desire to make a better life for her and her son. She wants to buy a house and needs a good paying job to accomplish this goal. She is receiving funding for tuition and help with child care; otherwise, she would not be able to attend school. She enjoys graphic arts and is sorry she did not pay more attention in high school. She was in the graphic arts program at this institution and does not have a negative feeling concerning high school. She feels she didn't have the right attitude at that time. She chose the Altoona Vo-Tech because the school had the program she wanted.

Classroom Experience

The client is excited about her experience here. She can't seem to learn enough. She feels high school students are not learning as much as she is and consider her the teacher's pet. However, they do ask for advice, especially concerning dropping out of school. She told them of her experience and she feels this helps the high school students with the decision to stay in school. Her most negative experience was that they had a substitute teacher for the first two months of the program. Once a full-time teacher was hired she felt her education was better. She would not change things here, and she would recommend this program to other adults. She misses very little school except when her son had chicken pox. She looks forward to having a decent paying job and not having to worry about bills. She wants to change her lifestyle for her sake and her son's.

Summary and Conclusion

The client is happy with her education and seldom misses school. She feels she has the right attitude to change things financially for her and her son. Her mother and boyfriend support her, but she has to accomplish this herself. She wants to own her own home and pay her bills. She feels mildly confident she will get a job in graphic arts. She would like a co-op experience in April but doesn't know if that's possible. She would recommend this program to other adults. She would tell them the high school students do not impede your education and that the adults can be a great influence on the high school students.

#8 - 5423

Background Information

The client is between 16-21 years of age and graduated from high school. She attended a junior college last year but did not like the surgical technician program. She chose the vo-tech because it had the dental assistant program she wanted. She was happy in high school and took the academic program. She is not married and her only concern was finding the funding to pay for this program. She received a partial grant from the AAVTS. She wants to obtain the skills to find a good job.

Classroom Experience

The client does not see any major problems with attending school with high school students. At times they can be disruptive and their attitudes are poor, but they do not impede the client's education. Her main concern is the fact the teacher has so many levels and so many students to teach. She believes this causes friction between the adults and high school students. She is glad this program focuses entirely on dentistry and that she does not have to take any other academic courses such as English. She is looking forward to the clinical experience and hopes this experience helps her obtain a job. She is happy with the program but wishes there were a dental hygienist program close to her home because she would consider taking it also.

Summary and Conclusion

The client is searching for an occupation in which she can be happy and find employment. She is enjoying her experience here but believes the teacher needs an assistant in order to manage the many levels in the teacher's lesson plan. She also wishes that the adults had an honor roll. She believes the adults do not get the recognition they deserve. Her major concern was funding, but the Altoona Vo-Tech provided a grant. She feels confident that she will find employment.

#9 - 2309

Background Information

The student is between 27-32 years of age and has her GED. She was married for ten years and had two children. As an academic student, she never liked school or wanted to go to school when she was younger. Now she feels this program provides her with an accomplishment she can be proud of. Her children live with their father so child care is not an issue. The client feels she has a good support system here at school provided by the adults in the program. She would not have been able to enter this program if she did not have funding from JTPA.

Classroom Experience

The client's classroom experience has been positive. The curriculum had more theory than she anticipated, but she was able to receive good grades. She has some interaction with the students, but the adults are on a separate lesson plan so there is little time for interaction. Although the high school students can be noisy and distracting, the students and adults do well together. The client has confidence in her instructor; and after talking to adults in other programs, she is convinced the instructor can make or break the program. She is looking forward to her clinical experience, which will begin in April. She wishes that they would have clinic all year round, possibly one day per week.

Summary and Conclusion

The client is a highly motivated individual who rarely misses school. This is in contrast to her experience in high school. She is happier now and has found an employment goal in her life. She believes the school should provide more supplies but would recommend this program to other adults. She feels confident and looks forward to the future. The client believes the school has provided the support system she needs at this time.

#10 - 2581

Background Information

The client is between 33-38 years old and is a high school graduate. She was happy as an academic student and returned to school because both her children were in school. She chose the vo-tech because of the cost and because it had the program she wanted. She hopes to gain employment in the design field and possibly own her own business. She received funding from a state grant.

Classroom Experience

The client's classroom experience has been positive. She is the only adult in the program and has a great deal of interaction with the high school students. The high school students can be noisy and disruptive, but the client believes she is receiving a great education. She was given an independent project of decorating the cafeteria; although this was a great deal of work, it was an excellent experience. She has very few complaints and is very happy to be here.

Summary and Conclusion

The client is a highly motivated student interested in having her own decorating business. She was happy in high school and as a homemaker but now wants to do something for herself. She is happy in this program and feels adults in the secondary vocational programs serve an important community service. She would not recommend changes but wishes the adults were more involved in student organizations.

#11 - 0237

Background Information

The client is between 33-38 years of age, married, and a high school graduate. He returned to school to improve his vocational skills and possibly to find a better job. He received funding through JTPA since he has been unemployed with a back injury.

Classroom Experience

The client enjoys being with high school students. Although they can be loud and "mouthy," they do not deter his education. He believes the adults have a calming effect on the high school students. They often seek advice, and he believes he can give his experience to them. He has the ultimate respect for his teacher. Even though the classes are large, he still "takes the books and brings them to everyday language." He is confident he will be able to find a good job when he completes his education.

Summary and Conclusion

The client is motivated to find employment in the field of electricity. He is confident and self-reliant. He enjoys being with the high school students and would recommend this program to other adults.

#12 - 4124

Background Information

The client is between 33-38 years old. He had a small business of his own but wanted a change. He researched in the library and decided that the plumbing field is what he wanted to pursue. He also feels that there is a need for plumbers in this area.

His major concern was funding, but the school was helpful with this. His friends and family couldn't believe he was going back to school with "kids," but that did not deter him.

He was happy in high school but did not use his commercial arts education. He doesn't consider that negative but rather a learning experience.

Classroom Education

Although the client believes he is receiving an excellent education, the students can be disruptive at times. He believes there are not enough consequences for their inappropriate behavior. He also wishes that the adults were on a separate lesson plan, but he doesn't believe the teacher could provide for this because he is currently overloaded with the students he now has to teach. He wishes he could have been involved in a student organization.

Summary and Conclusion

The client is highly motivated and highly confident in his ability to change his employment status. He has visions of a franchise-type plumbing business. He knows what he wants to do and will succeed!

He believes the teacher needs an aide in the classroom. This would enable adults to progress faster. Also, the schools need to have stronger discipline policies for students. He also recommends that the adults be involved in VICA. He believes they would have a worthwhile contribution. The experience here has been positive, and he recommends it to other adults.

#13 - 8324

Background Information

The client is between 33-38 years old and has two teenage sons. She is married, but her husband is disabled. She had been working at various jobs in a factory setting but seemed to get laid off as a result of being the youngest employee. She always wanted to be an LPN but unfortunately did not do well on the entrance examination. She then decided to take this course because it was in the medical field. She hopes to retake the LPN test. She is funded through JTPA. She was happy in high school but didn't feel she was interested in learning at that time.

Classroom Experience

The client is excited about her education here and does not see any disadvantages to going to school with teenagers. Although the high school students are more outspoken, she feels they teach her a great deal about her own children. She also feels the adults are a positive influence on the high school students. She highly recommends this program to other adults and other schools.

Summary and Conclusion

The client is a highly motivated individual. She has a strong desire to be an LPN, and the medical assistant course is a means to that end. She must overcome having to miss classes due to her husband's disability and her need to be at home. However, she tries to overcome her shortcomings by working harder in class with a positive attitude. She believes her family is proud of her and that makes her happy. Being with teenagers during the day helps her understand her own children. She recommends this program to other adults.

#14 - 4705

Background Information

The client is 32 years old and returned to school after a serious knee operation. He was working with a company that constructs bridges, and his injured knee made it difficult to continue to work at his occupation. The Office of Vocational Rehabilitation was a major factor in helping the client return to school. He chose air conditioning because this program offers many employment opportunities. He enjoys working with his hands, and this is mandatory for the client to be happy. He chose the vo-tech because it had the program he wanted. He was an industrial arts student who took academic courses in high school.

Classroom Experience

A major factor in the client's educational experience is his teacher. He has tremendous respect for him and feels the instructor's positive educational experience is due partially to his leadership. He believes the students can, at times, interrupt his education; but nothing will stop him from completing this program. He believes many students have poor attitudes, but he has learned from students by helping those who want to learn. He feels many discipline problems result because the students know teachers can't do very much to punish them. The client doesn't believe this is a negative reflection on the school but on society in general.

He has an opportunity for a job in the near future, and his teacher has been a major driving force in helping him find good employment.

Summary and Conclusion

The client is highly motivated to find an occupation that he can pursue despite a physical problem (knee injury). He is not afraid of hard work and is willing to learn as much as he can during this year. He is enthusiastic and happy. He would recommend this program to other adults. He feels a positive attitude can overcome any negative issues. Despite some discipline problems in the classroom with high school students, he has earned and hopefully shared his life experiences with the students.

#15 - 9938

Background Information

The client is between 45-50 years old and returned to school because of an unstable employment situation. He had been laid off from work at least seventeen times in the last thirteen years, and he felt he needed to make a change. He contacted the JTPA, and they helped with funding. He picked the electrical field because there are available jobs, and he already had some experience in this field. Moreover, he likes working with his hands. He wants to make a good living for his family. Although his children are grown, his daughter currently lives at home with her son; and this gives him incentive to do well. His wife is a good friend and supporter and encouraged him to go back to school.

Classroom Experience

The classroom experience has been very positive. The client has a great deal of respect for the instructor. He believes the instructor needs an assistant because the classes are too large. He wishes that there was less theory and more practice but can see the value of both. The students can be noisy and destructive but can also be helpful. He enjoys having the students around. He feels he has learned a great deal and would recommend this program to others. He doesn't think you can get a better program in the area.

Summary and Conclusion

The client is tired of being laid off from work and facing financial uncertainty. He wants a job with security and feels sure the industrial electricity field will provide that security. He is very happy here although he believes the adults should have a room of their own in which to study and a place to go over the lunch period. He believes his instructor makes the program but could use an assistant. The client is highly motivated and looks to a more secure employment future.

#16 - 9154

Background Information

The client is between 33-38 years of age. She was working as a janitor and wanted something better. She has always liked the medical field. She is married and has two sons. She enjoyed high school and has a positive attitude toward education. Her family is very supportive, especially her oldest teenage son. She works a part-time job and doesn't have as much time as she would like to study. She wishes she could study more and get better grades. Her teacher is very supportive and knows of her situation. She chose the vo-tech to receive her education because it had the program she wanted.

Classroom Experience

Her classroom experience is exciting and fast-paced. Due to her working part-time she wishes the program could be less aggressive but understands that it's a one-year program. The students are fun to be with and make the client feel young. She enjoys giving her knowledge about life experience to them although they don't have much time together. The disadvantage is that the high school students create many interruptions. She wishes at times that there was a separate program for adults. However, the adults are on a separate lesson plan. She would recommend this program to other adults. The only suggestion she gives is to have a place where the adults could have a cup of coffee or a soda. She feels the adults would benefit from a room of their own.

Summary and Conclusion

The client is a highly motivated individual with a strong desire to change her employment status. She enjoys the high school students, but at times they interrupt too much. Her part-time job does inhibit her studying, but her teacher keeps encouraging her. She feels confident of obtaining a job at the end of the program. She feels her sons and husband are proud of her. She is having a difficult time with the intensity of the program but realizes three years are put into this one-year program. She would recommend this program to other adults. She suggests that adults have a room or lounge where they can get a soda or cup of coffee.

#17 - 9161

Background Information

The client is between 51-56 years of age. He is unemployed at present. The company that he worked for closed after 20 years. The employment office encouraged him to try re-training for a new job and funded the tuition. He chose air conditioning because he wanted a different type of job. (He was a tool maker.) He feels the staff in the adult education office will help him find employment.

Classroom Experience

The client's classroom experience has been extremely positive. He doesn't believe there are many discipline problems and enjoys the high school students. He feels he's learning a great deal about air conditioning and "everything." He has a great deal of respect for the teacher and is glad that corporal punishment is not being used today. He has a negative feeling concerning his high school experience. He wants to find a job and get back to work.

Summary and Conclusion

The client lost his job after 20 years, but his wife was a loyal supporter. His experience at the vo-tech is very positive, and he is excited about learning. He is amazed and gratified that schools have changed a great deal for the positive.

#18 - 8197

Background Information

The client is between 16-20 years of age. He enrolled to get more experience and to obtain a different education. He completed his high school education at the Pittsburgh School for the Deaf. He chose the vo-tech because his family lives in Altoona. He is not employed at the present time and is not sure whether he will find employment at the conclusion of the program.

Classroom Experience

The client is happy with his education at the vo-tech. However, he feels the high school students are immature and don't pay attention in class. He believes students should realize deaf students can learn just as hearing students can but it often takes more dedication. He has enjoyed learning about electricity and carpentry and respects his teacher. He has two interpreters that help him.

Summary and Conclusion

The client enjoys his education. He has difficulty with the high school students. The client feels alienated from the remainder of the class. He doesn't have plans for the future. He's happy to be in Altoona with his family.

#19 - 0428

Background Information

The client is between 21-26 years and is a high school graduate. He previously attended a special school for the deaf in Pittsburgh. He came to the vo-tech to learn a trade. He is single and does not have children. His family lives in Altoona. The client and I spoke via signing and an interpreter.

Classroom Experience

The client wanted to learn about electricity and plumbing so he chose the building trades curriculum. He now enjoys the building and masonry curriculum but doesn't like plumbing. The plumbing curriculum had "too much talking and not enough doing." He dislikes attending school with high school students. He feels they are immature. They harass him and stare at him. He doesn't like being watched all the time. He had a difficult adjustment in the beginning of the school year. He found, however, that if he went to his teachers, he would receive help. His goal at present is to search for a good job.

Summary and Conclusion

After adjusting to a new school, the client enjoys his classwork. He believes the high school students need to be educated about people who are deaf. If they had more education, he believes they would not bother him as much.

The client has been assigned an interpreter, which is a great deal of help. He has the goal of finding a good paying job in the building trades area after graduation. He is anxious for graduation.

#20 - 3678

Background Information

The client is between 27-32 years of age and is a single parent. She graduated from business school with a specialized degree in accounting. She has not been able to find a job with the type of wages to survive as a single parent. She attended Project Change at the vo-tech, and this encouraged her to continue her education. She received funding from Special Point of Contact (SPOCK). She enjoyed high school and is very excited about her education.

Classroom Experience

The client enjoys being with high school students although they can be rowdy at times. She enjoys talking and learning from the high school students and often helps them and offers advice. She is happy with the education but wishes there was more formal instruction. She is concerned about finding a decent paying job. In the beginning of the year, the instructor told her that she could realistically find employment for $7 an hour. Now he believes $5 an hour is more realistic. This change concerns this adult student. The instructor also is encouraging everyone to go to college. Right now she believes she needs sated advice from someone.

Summary and Conclusion

The client is a highly motivated person who wishes to change her employment status. Currently she needs some guidance on job availability and wages in the area. She is confused on both these issues. She enjoys attending school with high school students and would recommend this program to other adults. She believes a child care center at the school would be a help to parents trying to better their employment status.

#21 - 2137

Background Information

The client is between 33-38 years of age. She was a homemaker and also held a job at Kentucky Fried Chicken before coming to school here. Project Change is funding her education. The client attended the Project Change program after recently becoming divorced. She has two children, both in elementary school. She was an academic student in high school and did not like attending classes. She wants to find a decent paying job.

Classroom Experience

The client is enjoying her education with the high school students. Although high school students can be "bold and more forward," she enjoys being with them and giving advice if she is asked. The work in food service is physically difficult, but she knows she can do it. She is determined to receive a good education and change her employment status.

Summary and Conclusion

The client is highly motivated to change her employment status. She's very happy, and it was obvious she didn't mind hard work. It is important for her that her two children have a good life. She would recommend this program to other adults.

VITA

Janette Dixon Kelly was born in Harrisburg, Pennsylvania, on February 23, 1950. Following her public school education and graduation from North Schuylkill Area High School in June 1968, she attained a Bachelor of Science degree in Home Economics from Marywood College, Scranton, Pennsylvania, in 1972. In 1976 Janette was awarded a Master's degree in Home Economics Education from Penn State.

From 1972 through 1975, Janette taught Home Economics in the Spring-Ford School District and the Altoona Area School District. From 1975 through 1990 she taught Food Service and Home Economics at the Tyrone Area School District where she instituted and designed a food service program and curriculum. In 1990 she was appointed Assistant Principal and Vocational Director at the Tyrone Area High School.

Janette is a Certified Home Economist of the American Home Economics Association and has held numerous offices with the Pennsylvania Home Economics Association, including the presidency for the 1989-90 year. Currently, she serves on the Council for Certification of the American Home Economics Association.